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ABSTRACT

The management aspects of the self-paced, individualized course on psychology and leadership prepared for the United States Naval Academy by the Westinghouse Learning Corporation are described in this report. Included are the instructor role, the administrator role, the use of the instructional materials, and the course description. EM 010 418 through EM 010 447 and EM 010 451 through EM 010 512 are related documents, with the final report appearing under EM 010 418, EM 010 419, and EM 010 484. (RH)

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Westinghouse Learning Corporation

Contract No. N00600-68-C-1525

MANAGEMENT DESIGN: PROCEDURES FOR ADMINISTRATION OF A MULTIMEDIA, INDIVIDUALIZED COURSE IN LEADERSHIP, PSYCHOLOGY AND MANAGEMENT

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May 1971

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INTRODUCTION

This document presents a description of the management aspects of the self-paced, individualized course, Introduction to Psychology and Leadership. More detailed information on all aspects of the design, development, validation, production and evaluation of the course can be obtained from the various technical reports and papers listed in Appendix A. of this report. The general operation of the course, a description of materials used, media options, and scheduling are all set forth in the body of the report. Supplementary information regarding instructor and student roles is provided in greater detail in separate booklets, The Student Guide, TR 6.5 and The Instructor Guide, TR 6.6.

The course uses General Order 21 as the foundation. Certain requirements or prerequisites specified by G. O. 21 are essential to proper naval leadership. Of particular pertinence to this course are: personal example, moral responsibility, personal attention to and supervision of subordinates, and effective organization and administration. Implicit in the context of G. O. 21 is the importance of good management and proper application of the principles of basic individual and group psychology. The course therefore is developed to meet the General Order 21 specification that an effective Navy leader should have a viable foundation of knowledge from which to function.

COURSE DESCRIPTION

This course (NL302) is an introduction to the theory and techniques of naval leadership based upon those principles of behavioral science which are pertinent to understanding individual and group behavior of adults. It introduces midshipmen to the management process and the relationship of management functions to leadership.

Considerable effort has been expended by the U.S. Naval Academy and Westinghouse Learning in developing the most effective and relevant course possible. The overall course and the various instructional techniques have been specifically designed to permit maximum individualization of instruction and to provide for the student the benefits of the latest, sound research in educational and instructional technology. Following extensive in-house testing, this multi-media course was presented to three groups of midshipmen: spring and fall, 1970 and spring, 1971. The present version of the leadership course has undergone revision and refinement based on previous midshipmen's performance and attitude data.

The midshipman student in this course should recognize from the outset that his function in a multi-media course is considerably different from his customary function in other courses. He is, obviously, expected to acquire a knowledge of leadership from which he can formulate his own leadership position and function effectively as a naval leader, but the

process by which he progresses through the course is unique to multi-media presentations. He will work with programed instruction, both linear and intrinsic, audiotape, computer assisted instruction, role playing and group discussion, and mixes of these media.

There is no conventional homework assignment in this course, but much of the work can be done outside the classroom. More time will be spent working out of than in the classroom, when compared to the conventional presentations. It is not anticipated that the total student effort required will exceed an average of five-six hours per week; still in line with the workload of the conventional course.

The overall objectives of the course are:

1. To develop in midshipmen a knowledge of those principles of the behavioral sciences which are pertinent to an understanding of individual and group behavior of adults, and to develop an awareness of the applicability of these principles to naval leadership.

2. To teach the generally recognized techniques of effective leadership which can assist the naval officer in analyzing, predicting, and influencing the behavior of his subordinates.

3. To introduce midshipmen to the management process, and inculcate in them an understanding of, and an ability to use, the human relations aspects of that field as it relates to naval leadership and to the duties of a naval officer.

4. To develop in midshipmen an understanding of the fundamentals of psychology, management, and leadership in the analysis and solution of leadership problems.

The twelve parts identified in Table 1 represent major content areas. Each part is divided into varying numbers of segments, ranging from as few as two in Part 1 to as many as ten segments in Part 5. A segment is a collection of learning objectives closely related by content which can be studied in about an hour's time.

The Course Activities Chart in Table 2 shows the sequence in which the 59 segments and all other events will occur. The chart should be read starting at the upper left (Introduction and Pretest) and following the numbering of the segments from 1.1, 1.2, 2.1 ... 12.4. Each segment bears a dual number - the first is the part number and the second is the number of the segment within the part. Each square in the chart represents a segment with the segment number given above the square. The identification of the type of material as well as a time estimate for that segment is inside the square. The time estimate for each segment is the average number of minutes needed by the student to work through the instructional materials, including the Progress Check and remediation (if necessary).

The same instructional content may be available in more than one media. In this case, two boxes are shown under a

TABLE 1

COURSE CONTENT

PART ONE: Overview of Leadership
Segment 1: Concept of Leadership
Segment 11: Standards of Leadership in the Naval Service

PART TWO: Individual Behavior
Segment 1: Introduction to Psychology
Segment 11: Behavior and Its Observation
Segment 111: Learning
Segment 1V: Factors Affecting Learning
Segment V: Attention and Perception
Segment V1: Motivation
Segment V11: Conflict
Segment V111: Abnormal Behavior
Segment 1X: Personality

PART THREE: Group Dynamics
Segment 1: Characteristics of Groups
Segment 11: The Relation of the Leader to the Group
Segment 111: Group Interactions
Segment 1V: Conformity as a Factor of Group Behavior
Segment V: Relation of the Individual to the Group

PART FOUR: Achieving Effective Communication
Segment 1: Importance of Interpersonal Communication
Segment 11: Types of Communication
Segment 111: The Communication Process (Receiver and Barriers)
Segment 1V: The Communication Process (Sender and Feedback)
Segment V: Formal Communication and Its Dimensions
Segment V1: Informal Communication
Segment V11: Communication Under Battle Situations

PART FIVE: Military Management
Segment 1: Introduction to Management and the Management Process
Segment 11: Decision Making and Creativity
Segment 111: Objectives
Segment 1V: Planning
Segment V: Organizing: Principles and Process
Segment V1: Organizing: Structure
Segment V11: Organizing: Charting
Segment V111: Directing
Segment 1X: Controlling
Segment X: Coordinating

TABLE 1 Continued

PART SIX: Authority and Responsibility
Segment 1: Concept of Authority
Segment 11: Why People Accept/Resist Authority
Segment 111: Delegation of Authority; Line-Staff Relationship
Segment 1V: Responsibility

PART SEVEN: Leadership Behavior and Style
Segment 1: Leadership Behavior
Segment 11: Leadership Style
Segment 111: Determiners of Leadership Style - The Leader
Segment 1V: Determiners of Leadership Style - The Group and The Situation
Segment V: Participative Leadership

PART EIGHT: Senior-Subordinate Relationships
Segment 1: Organizational Structure & Social Distance in Senior-Subordinate Relationships
Segment 11: Officer-Enlisted Relationships
Segment 111: Assumption of Command and Formal & Informal Leader Relationships
Segment 1V: Introduction to Counseling
Segment V: The Counseling Process
Segment V1: Relations with Seniors and Contemporaries

PART NINE: Morale - Esprit de Corps
Segment 1: Morale
Segment 11: Group Solidarity and Esprit

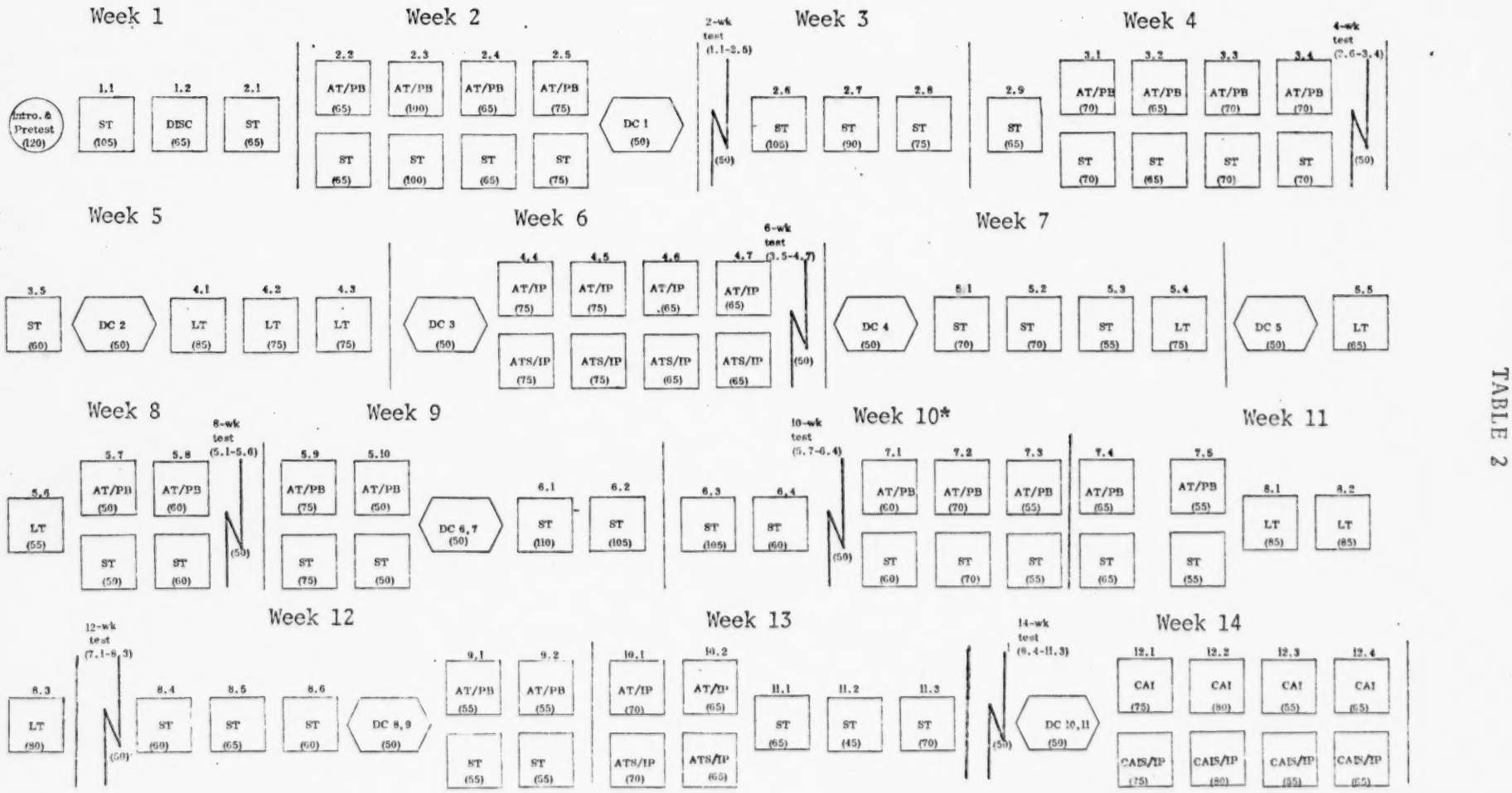
PART TEN: Discipline
Segment 1: Introduction to Discipline
Segment 11: Development and Maintenance of Discipline

PART ELEVEN: Personnel Evaluation
Segment 1: The Role of Evaluation
Segment 11: Enlisted Performance Evaluation
Segment 111: Officer Evaluation

PART TWELVE: Applied Leadership
Segment 1: Measurement of Effective Leadership
Segment 11: Generally Recognized Characteristics of an Effective Leader
Segment 111: Techniques of Assuming Command
Segment 1V: "That's an Order!"

COURSE ACTIVITIES CHART

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP



LEGEND

AT/IP = Audiotape/Intrinsically Programed Booklet
ATS/IP = Audiotape Script/Intrinsically Programed Booklet
AT/PB = Audiotape/Panel Book
CAI = Computer Assisted Instruction
CAIS/IP = CAI Script/Intrinsically Programed Booklet
DC = Depth Core Sessions
DISC. = Group Discussion
LT = Linear Text
ST = Syntactic Text
( ) = Estimated time of Activity

Admin. Test

Completion dates of minimum units of materials

* Spring Break probably occurs in this time period, so the tenth instructional week encompasses more work to be spread over two calendar weeks, including the leave period. For a Fall semester, a comparable adjustment must be made for the Christmas leave.

TABLE 2

segment number in the chart and the media options are identified. For ease of distribution and handling, several segments of like media have been bound into a single volume. The choice of media is up to the student, however, for logistic and administrative reasons, the student selecting a media option for a given segment should continue with all other segments in that same volume, rather than selecting a different media for an adjacent segment. For example, if a student uses the Audiotape/Panel Book (AT/PB) materials in 2.2, he should continue with the Audiotape/Panel Book version through Segment 2.5. Table 3 shows the volume numbers, segments included in that volume, and media options for identical instructional content, where available.

Other events detailed on the Course Activities Chart include depth core (DC), administrative tests and the minimum pace to be maintained by the student in the course. The depth core is an in-class discussion session with required attendance which aims at looking "in depth" at content covered in previous segments. Although eight depth core meetings have been scheduled in the Course Activities Chart, the instructor may supplement or delete the scheduled depth core sessions. The dates and periods of required attendance at depth core meetings will be posted in advance on the board outside The Course Administrator's Room in Luce Hall. The student is responsible for checking the board for depth core schedules and for attending the meetings. Generally the depth cores have been developed on

TABLE 3

SEGMENTS BY VOLUME AND MEDIA EMPLOYED

Volume Number	Segments Included	Prime Media	Alternate Media	Volume Number
I	1.1	Syndactic text		
	1.2	Discussion booklet		
II-A	2.1	Syndactic text	Syndactic text	II-B
	2.2	Audiotape/Panel book	Syndactic text	
	2.3	Audiotape/Panel book	Syndactic text	
	2.4	Audiotape/Panel book	Syndactic text	
	2.5	Audiotape/Panel book	Syndactic text	
II-C	2.6	Syndactic text		
	2.7	Syndactic text		
	2.8	Syndactic text		
	2.9	Syndactic text		
III-A	3.1	Audiotape/Panel book	Syndactic text	III-B
	3.2	Audiotape/Panel book	Syndactic text	
	3.3	Audiotape/Panel book	Syndactic text	
	3.4	Audiotape/Panel book	Syndactic text	
	3.5	Syndactic text	Syndactic text	
IV-A	4.1	Linear text		
	4.2	Linear text		
	4.3	Linear text		
	4.4	Audiotape/Intrinsically Programed booklet	Tape Script & Intrinsically Programed booklet	IV-Script
IV-B	4.5	Audiotape/Intrinsically Programed booklet	Tape Script & Intrinsically Programed booklet	
	4.6	Audiotape/Intrinsically Programed booklet	Tape Script & Intrinsically Programed booklet	
	4.7	Audiotape/Intrinsically Programed booklet	Tape Script & Intrinsically Programed booklet	
V-A	5.1	Syndactic text		
	5.2	Syndactic text		
	5.3	Syndactic text		
	5.4	Linear text		
	5.5	Linear text		
	5.6	Linear text		
V-B	5.7	Audiotape/Panel book	Syndactic text	V-C
	5.8	Audiotape/Panel book	Syndactic text	
	5.9	Audiotape/Panel book	Syndactic text	
	5.10	Audiotape/Panel book	Syndactic text	

TABLE 3 (Continued)

Volume Number	Segments Included	Prime Media	Alternate Media	Volume Number
VI-A	6.1	Linear text		
	6.2	Linear text		
VI-B	6.3	Linear text		
	6.4	Syndactic text		
VII-A	7.1	Audiotape/Panel book	Syndactic text	VII-B
	7.2	Audiotape/Panel book	Syndactic text	
	7.3	Audiotape/Panel book	Syndactic text	VII-C
	7.4	Audiotape/Panel book	Syndactic text	
	7.5	Audiotape/Panel book	Syndactic text	
VIII-A	8.1	Linear text		
	8.2	Linear text		
	8.3	Linear text		
VIII-B	8.4	Syndactic text		
	8.5	Syndactic text		
	8.6	Syndactic text		
IX-A	9.1	Audiotape/Panel book	Syndactic text	IX-B
	9.2	Audiotape/Panel book	Syndactic text	
X	10.1	Audiotape/Intrinsically Programed booklet	Tape Script & Intrinsically Programed booklet	X Script
	10.2	Audiotape/Intrinsically Programed booklet	Tape script & Intrinsically Programed booklet	
XI	11.1	Syndactic text		
	11.2	Syndactic text		
	11.3	Syndactic text		
	12.1	Computer-Assisted Instruction	Intrinsically Programed booklet	XII-A
	12.2	Computer-Assisted Instruction	Intrinsically Programed booklet	XII-B
	12.3	Computer-Assisted Instruction	Intrinsically Programed booklet	XII-C
	12.4	Computer-Assisted Instruction	Intrinsically Programed booklet	XII-D

the assumption that the students will have completed all segments which precede the depth core in the Course Activities Chart. To gain maximum benefit from the group discussions, therefore, the student should ensure that he has finished the requisite materials which precede a depth core meeting. The instructor has the option of grading his students on their participation in depth core sessions.

Administrative tests are USNA tests on which the student's grade will be based. Seven administrative tests at two-week intervals are scheduled in the Course Activities Chart. The segments covered in each test are listed in the chart next to each test. The instructor has the option to override the testing schedule in the chart by testing less frequently (such as every four weeks) or testing over different segments of materials. As with depth core sessions, advance notification of tests will be given by the instructor or posted on the board outside The Course Administrator's Office. A final examination on the entire content of the course will be administered during the regular exam week.

In this individualized system a great deal of responsibility for the timely completion of materials will be placed on the student. To aid the student in properly allocating his study time, a minimum pace has been indicated in the Course Activities Chart by grouping the segments into one week's work of five-six hours. This is the least amount of effort expected of the student if he is to be prepared for depth core meetings

and administrative tests. There is no upper limit to the speed with which the student may proceed through the course. Indeed the student may find it helpful to complete the course materials long before the semester is over.

Although not indicated in the Course Activities Chart, another form of instructional material, the Enrichment Unit, will be available to the students. Enrichment Units are related to, but not essential to, the mastery of the overall objectives. The student whose interest is stimulated should discuss the options available with his instructor.

USE OF INSTRUCTIONAL MATERIALS

This section describes the types of materials the student will encounter and gives directions on how the materials are to be studied.

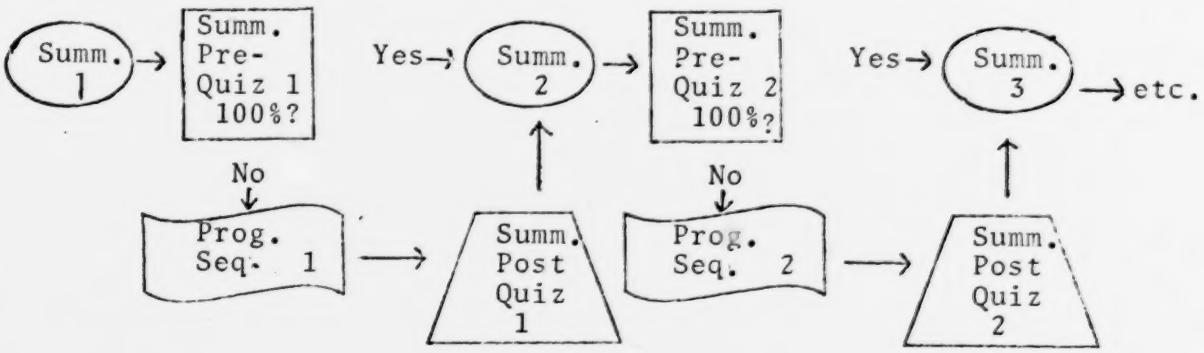
The Linear Text should present no difficulties for the first-time user of programed instruction. A linear text is constructed in a series of frames; a frame may consist of a small bit of teaching information plus a question demanding a student response, or solely of a question pertaining to prior teaching. The student studies the linear text by beginning with frame 1 and working sequentially through the frames, verifying his frame responses by unfolding the Program Frame Answer Sheet (Sample in Appendix B) at the back of the instructional volume.

The Syndactic Text has two components: a Summary and a Programed Sequence. The student begins by reading a brief statement of a given body of learning material (Summary 1). He then takes Summary Pre-Quiz 1 (generally five questions) to test comprehension and retention of the material just read. The student checks his responses against the correct answers given in the text.

If he has answered all questions correctly, he proceeds to the next summary, Summary 2, and to Summary Pre-Quiz 2, and so on. If the student has incorrectly answered one or more questions on Summary Pre-Quiz 1, he is directed through Programed Sequence 1. This sequence of linear frames provides

detailed learning of the material presented in the Summary. As he works through the Programed Sequence, the student may check his responses to questions in the frames by unfolding the Program Frame Answer Sheet (Appendix B.) which is bound at the back of the volume. When the student has finished Programed Sequence 1, he will take Summary Post-Quiz 1, and check his answers against the correct answers given in the text. He then goes on to Summary 2 where the same procedural cycle is repeated.

The following flow chart will assist those who may have difficulty with this instructional method:



The Intrinsically Programed Booklet is commonly referred to as a "scrambled" book. By design, the student cannot work sequentially through the text. Rather, a page will present instructional material and direct the student to another page where a multiple-choice question is posed.

read the next portion of the tape. If the student is using the script instead of the tape, he will read the first portion of the script and follow directions in the script to turn to a page in the Intrinsically Programed Booklet. He will work through part of the booklet until he is instructed to read the next portion of the script.

The explanation of the procedures to follow in working through an Audiotape/Intrinsically Programed Booklet or an Audiotape Script/Intrinsically Programed Booklet may appear complex, but the actual use of these materials will be easy because the student receives clear directions on every page as to the route he is to take through the materials.

If the student fails to attain 80% correct on the first trial of the Progress Check, he must go through a remediation cycle. The remediation material is the script which accompanies the Intrinsically Programed Booklet.

The Audiotape/Panelbook media mix is another type of learning material the student will encounter in this course. The instruction is delivered via an audiotaped lecture which is supplemented by a panelbook containing illustrations, charts and questions. The student listens to the tape until the lecturer instructs him to "turn to Item 1" or "answer Question 2" in the panelbook. The student may turn off the tape recorder if he needs more time to answer the question. Answers to the panelbook

questions are found on the Program Frame Answer Sheet (Sample: Appendix B.).

If the student does not score 80% correct on the first trial of the Progress Check, he must remediate. In the case of the audiotape/panelbook segments, the remediation material is the written version of the tape, the audio script. The script is bound in the volume following the panelbook and Progress Check for each segment.

Computer Assisted Instruction is a media option in the last four segments of the course. All instruction is delivered via computer terminals and the student enters into the terminal his responses to questions in the material. The Progress Checks are in the usual printed form but remediation is done "on line" via the computer. The student will receive detailed instructions from the computer center on interacting with the terminal.

An alternative to the medium of Computer Assisted Instruction is a paper version incorporating the Computer Assisted Instruction Script and Intrinsically Programed Booklet. For an explanation on its use, the student should read the discussion on the use of the Audiotape Script/Intrinsically Programed Booklet.

Regardless of the type of instructional material, each segment will have the same general format. There is a foreword for each segment, followed by the instructional materials. At the end of the instructional materials there is a Progress Check (PC) consisting of approximately 10 items. After the

Progress Check is a page entitled Progress Check Answer and Remediation Form (Sample: Appendix C.). Materials to be used as remediation (if different from the original instruction) follow the Progress Check Answer and Remediation Form. This sequence is repeated for each segment within a volume.

The Progress Check is for the student's benefit and absolutely nothing will be gained from it if it is not treated seriously. That is, the student should not look at it until he has finished studying the segment and he should not use anything as an aid in answering the questions. The Progress Check is not used in determining grades but it will help the student in identifying information which has not been understood or has not been retained to a sufficient degree. He will then be able to spend his time reviewing more effectively and will feel more secure in anticipating his performance on the administrative tests which will be taken in class.

A small measure of administrative control may be exerted by the Course Administrator or instructor with the requirement that students use the Progress Check Response Form (Appendix D.) or some similar form to record their responses to the Progress Checks and turn them in so that knowledge of each student's progress through the course is available.

In Appendix E. of this guide are twelve Content Maps. The maps are a graphic representation of the relationships between

the segments in each part. Within the box for each segment is found the title and the number of the segment, along with the salient points covered in the segment.

The content map is an excellent organizer which provides the student with an overview of the topics to be covered and their interrelationships. Before beginning study in a segment, the student should study the pertinent map to alert himself to the major points and the general structure of the materials he is about to study.

The content map is also a useful tool for later review. When preparing for an examination, the student would do well to re-examine the content maps for the segments to be tested. Upon encountering a topic which he feels he has not sufficiently mastered, the student can immediately determine, on the map, which segment(s) of instructional materials should be restudied for effective pre-examination review.

COURSE ADMINISTRATOR (CA) ROLE

WLC strongly recommends that a Course Administrator be assigned to the Leadership Course. His role will be to provide an interface between the student and the materials and between the student and the instructor. His raison d'etre is to relieve the instructor of as much of the administrative work as possible so that the instructor is free to handle more students with greater efficiency and effectiveness.

Responsibilities of the CA include:

* storage of all core course materials, depth core, enrichment materials, A/V equipment, and test items
* distribution of all course materials
* assisting the instructor in scheduling students for depth core, administrative tests and CAI and notifying students of times of required attendance
* collection of the Progress Check Response Forms or similar forms that students have been directed to complete
* recording and reporting to the instructor the student's progress through the course materials, his performance on progress checks (graded by the student), and scoring and recording administrative tests
* keeping both the instructor and student informed about the student's progress and grades.

Materials Distribution. When the student has completed the administrative pretest, the CA will issue him Volume I. The

segments included in each volume as well as the media available for that content are indicated in Table 3. When the student has completed Volume I he will, if required, return his Progress Check Response Forms to the CA in Luce Hall. The CA will record each student's performance data and verify that all forms are filled out correctly. If the student failed to achieve at least 80% the second time through any progress check, the CA will ensure that the student receives the required tutoring. If his own instructor is not available at the moment, the student may be tutored by a tutor "on duty," or he may arrange a later time for tutoring. The student will be given the materials for the next part unless the instructor specifically indicates that he wants the student tutored before he receives the next set of materials.

In handing out materials, the CA will ascertain whether any media selection must be made then for subsequent volumes. If there is none, the CA will simply give the student his next set of materials. If media selection is entailed, however, the CA will have the student indicate a media preference. The points at which this is required are listed in Table 4 (page 21). Student preference will be coordinated with the Instructor, who will make the final media selection.

Record-Keeping. The CA will update records of the student's progress through the materials, and record his performance. Records will also be kept by the CA on:

TABLE 4

Media Selection Points

When the student picks up volume:	Indicate media preference for segments:
I	2.2 - 2.5
II - D	3.1 - 3.4
III - A (or III - B)	4.4 - 4.7
V - A	5.7 - 5.10
VI - B	7.1 - 7.5
VIII - A	9.1 - 9.2
	10.1 -10.2
	*12.1 -12.4

*Early selection needed to permit advance CAI scheduling.

* performance on administrative tests
* attendance at depth core discussions
* performance on enrichment materials
* materials distributed to student
* checkout and check-in for audio tapes and players.

Scheduling. The CA will assist the instructors in determining dates and times for testing and depth core, and will schedule the students for these activities. Notification of required student attendance (by section) will be posted on a bulletin board outside the designated administrative office in Luce Hall.

INSTRUCTOR ROLE

In the conventional course, the instructor is the primary vehicle of instruction. The instructor may be very effective with some of his students, but the lecture is considered one of the least reliable and effective ways of teaching. In an individualized multimedia system the instructor selects and manages the student interactions with the media, and tutors the student only when specific help is needed.

The various instructional materials will enable the midshipman himself to acquire the knowledge he needs to satisfy the requirements of the learning objectives. There will be times, however, when a midshipman desires assistance with some of his work. At such a time, the instructor becomes a most effective medium and achieves his most effective teaching role. Individualized instruction permits the midshipman to derive maximum benefit from his instructor when he is in need of assistance. The instructor will also be active as one of the media in depth core segments. In these segments the instructor will conduct group discussions, communication experiments or role playing sessions.

The instructor will grade the midshipmen on their academic performance. Inputs to his grade will be derived from the administrative exams of various forms and observation of student performance in the conventional classroom situation in depth core segments.

The system should free the instructor from being a mere disseminator of information and allow him to interact in a meaningful manner with individual students when they are in need of his assistance for remediation or enrichment. It should allow for his interaction with small groups of students to integrate information and concepts that have been effectively self-taught with validated "programed" materials. The instructor's lecture then becomes a structured discussion session that motivates and brings about the integration and transfer of important concepts and principles. With the assistance of the CA for administrative purposes, an instructor in this system should be able to manage well over 100 students and still provide individual assistance exceeding that possible in a conventional class of thirty students.

The instructor will generally meet with a student after he has completed a certain area of work. He can then clarify for him any points which gave him trouble, discuss the relation of the content area to leadership problems which the student may currently have or may expect to face in the future, and explore other content areas of interest to the student but covered only peripherally by the course materials.

The instructor has the option of dealing frequently with the student on this one-to-one basis to the degree that each finds the discussion helpful and has the time and interest to pursue it. Alternatively, if a student seems to be learning

well from the materials (as evidenced by his performance on administrative tests and progress checks), the instructor need not deal on a close personal basis with him. The instructor can regulate the degree of interaction with his students, ranging from seldom seeing alone the student who is performing adequately to frequently seeing the student who has difficulty with or great interest in the content of the course. Instructor-student consultations can be initiated by either participant or by some predetermined criterion (e.g., the instructor insisting on seeing any student who gets a "C" or below on a test.)

Releasing the instructor from the task of developing and teaching core content makes more time available for him to engage in other, more meaningful, educational contacts with his students on an individual basis. Established points of interaction with the students are: a) the first day of class, b) assignment of media, c) system-required tutoring, d) depth-core sessions and enrichment units, and e) administrative testing.

The First Day of Class

As soon as class rosters are available, the instructor should make a copy available to the CA (if assigned to the course) so that data records can be established. The first class meeting should be devoted to a complete explication of the course, the mechanics of procedures, and the expectation that is place upon the student in this self-paced individualized instructional course. Since most courses that the student has been exposed to are lock step and require little self-discipline, great care should be taken that the

students understand their responsibility to this innovative approach to instruction. The orientation session is perhaps the most important meeting of the entire course. At that time, Student Guides will be handed out and discussed. A good point of departure would be to discuss the Course Activities Chart, emphasizing the course content and structure, and the general student procedures. The student should then be informed of the initial activities to be followed. These activities are:

--Complete an introductory questionnaire and return it to the CA as soon as possible (if required)

--Take the pretest in Luce Hall (if required)

--Draw Volume I from the CA or the instructor (after completing the pretest)

--Indicate media preference for segments 2.2-2.5 when Volume I is drawn

The student should be informed that the pretest is intended to assess his entering level of knowledge and will not be used for grades. The pretest does not have to be completed at one time but it must be done in Luce Hall before Volume I is drawn.

It should be noted that segment 1.2 requires a group meeting. This meeting should be scheduled for what would be their third regular class meeting. If the class meets on Tuesday the group discussion should be held on Saturday; if it meets on Wednesday the session should be held on Monday. You should inform the students that they are to read the materials BEFORE the group discussion and take the progress check for 1.2 AFTER

the group discussion. Since the general rule is that they must complete progress checks and remediation (if necessary) before the next volume can be drawn, the students will be behind schedule. Therefore, in this case only, the students will be allowed to pick up the second set of materials after they have read segment 1.2. They should, however, complete all work pertaining to segment 1.1 before drawing the second volume.

The first week is a very busy one for both the student and the instructor. The instructor should be sure to give prompt attention to the students' media preferences so that the correct second set of materials can be distributed. When a Course Administrator is assigned, the instructor should promptly notify the CA of his concurrence/suggested alternative to the students' media selection, so that the CA can distribute the proper materials to the students. A simple media preference form of some sort may be desireable to facilitate coordination. It should be stressed to the students that they should read their Student Guide very carefully and complete the pretest as quickly as possible.

The instructor should inform his students of the times he and the other instructors will be available for tutoring and any additional "office hours". Finally, course grading policies regarding administrative testing, depth core, and enrichment should be discussed.

With the great amount of detail involved, it is not advised

to try to explain such things as the forms the student must fill out (if any) nor how he is to proceed through each of the media (i.e. audiotape, syndactic text, linear text, etc.). These topics are well covered in the Student Guide (the same as they have been discussed here). It is most important that they understand, in general, the Activities Chart and some general procedures, but specifically those things that they must do in the first week.

Assignment of Media

Prior to the point where the instruction is offered in more than one medium, the student will inform the instructor or the CA of his preference. (The CA will coordinate this information with the instructor.) Table 3 (page 9) indicates the alternate media available. For the first media assignment the instructor will only have the student's preference to guide him. At subsequent media selection points the student's previous performance with a medium (as determined by the instructor or the CA), as well as his preference will be available. It is hoped that the cross validation results on the relationship of student characteristics to performance with the various conditions of instruction will be available as additional input to the media selection process by the time the student reaches the selection points in the latter part of the course.

It is recommended that for administrative ease the same medium be assigned for contiguous segments (see Table 4 - page 21). For instance, the four segments in 2.2 through 2.5 are available

as audiotape/panelbook or syndactic text segments. The student who requests tapes for these segments will be provided with tapes and a tape player by the instructor or the CA (who will then see that these items are checked out and returned by the student). Permitting the student to select tapes in 2.2 and 2.4 and syndactic texts in 2.3 and 2.5 would increase the bookkeeping job considerably and would risk tying up tape players (which are in limited supply) if they were not returned promptly. Furthermore, if the instructor wishes to personally advise the student on media selection, only six student-instructor consultations would be necessary if media were assigned over contiguous segments. These consultation points are outlined in Table 4 (page 21). In any case, the instructor should be sure to give prompt attention to assignment of media at these points so that no student will be kept from proceeding because a decision has not been made.

WLC will provide thirty copies of each tape used in the course. To prevent the occurrence of a situation in which more than thirty students in the five sections are assigned to the same tapes at the same time, agreement should be reached to allot an equal number of copies of each tape to each of the five sections. The section instructor may then allocate them among his own students. It is requested that the instructor use his full allotment at all media selection points so that an effective utilization of each medium may be obtained.

Tutoring

One of the assets of the system as now conceived is that

a student should be able to receive tutoring or assistance from an instructor at any time during normal office hours. The student will be more prone to drop by and talk over problems with the instructor if he feels unfettered by the nuisance of having to arrange to see him at a certain time. Since all instructors should be equally familiar with the content, any instructor would be able to handle tutoring sessions with another instructor's students. It is recommended that the work day be divided into four periods (0755-0955, 0955-1145, 1315-1505, 1505-1700). Each instructor can choose one of these periods when he will guarantee to be accessible to the students. Thus, if a student needs tutoring and his own instructor is not available, he can consult the tutor on duty for assistance. This can be worked out to the mutual satisfaction of all the instructors involved.

If a student fails to achieve a score of 80% or better after taking the Progress Check twice, he is required by the instructional system to meet with the instructor for tutoring. The instructor should go over the Progress Check questions which the student missed, discuss why one answer is correct, determine why the student chose an incorrect response, and insure that the student has a correct understanding of the content area which caused him difficulty. Past experience has shown that the average required tutoring session lasted from ten to fifteen minutes. In addition, data from developmental field testing showed that with 44 midshipmen there was no required tutoring on almost 2/3 of the 59 segments and the largest number of students needing tutoring on any segment

was seven. The materials have been revised since then which should result in an even lower occurrence of required tutoring.

In order to maintain some feel for overall performance of the total system, however, the instructor may wish to record (on a suitable log) the time spent per student per segment in tutoring.

The instructor will find it helpful for tutoring to be thoroughly conversant with the Progress Check items of the materials currently under study because most tutoring will center on the Progress Check items the student missed.

Adminstrative Tests

As in any other course, the instructor is responsible for the student's grade. The Course Activities Chart suggests possible dates and content areas on which tests can be given. These tests are spaced at an average of every two weeks although there is no requirement that the instructor test at such frequent intervals.

In constructing a test, the instructor has access to several sources of test items:

* a test-item pool covering the entire course; this represents about 25 to 30 criterion-referenced test items per segment.
* almost 500 CPT test items which are more highly discriminating. All but eleven of the 59 segments were included in the CPT tests; for those segments tested by a CPT test, ten norm-referenced test items per segment were developed.
* a file of all the administrative tests used in the two validation runs of the course.

The instructor is not obligated to use any of the aforementioned test items (most of which are four-response multiple choice) but may test his students in any way he sees fit. It is recommended, however, that the instructors be as consistent as possible from section to section.

As was previously mentioned, WLC will also provide an 80-item pretest which can be administered before a student is permitted to study any of the course materials. The same 80-items may be re-administered at the end of the course either as a posttest or as part of the final examination.

Depth Core

The depth core sessions give the instructor the opportunity to conduct effective guided discussion to integrate and bring about the transfer of important concepts. The Course Activities Chart indicates the temporal placement of each depth core session, approximating the content which the "on schedule" student should have completed in relation to the depth core.

Some of the depth core sessions are introduced by a short (five to ten minute) audio or film presentation and may have accompanying written materials. (Such materials will be maintained by the CA, if assigned.) The instructor will determine which depth core units he wants to use and notify, or request the CA to notify, his students of the dates of required attendance. The titles of the depth core are given in Table 5.

To stimulate discussion and small-group intimacy, it is

TABLE 5

DEPTH CORE NUMBERS AND TITLES

1. Perception and Leadership
2. Brainstorming and Group Pressure
3. Leavitt-Mueller Experiment
4. Achieving Effective Communication
5. Preparing a Plan
6. Allocation of Resources in Crisis Situation/ NASA Film
* 7. Group Ordering of Critical Factors
8. Counseling Role Playing
9. Responsibility of Junior Officer Counseling
10. Adjustment and Maladjustment/Mental Health and Therapy
11. Design of New Enlisted Performance Evaluation Form
12. (Dropped from the syllabus)

*13. Black Awareness in the Armed Forces: Race Relations
*14. The Drug Problem and Drug Awareness
*15. The Leader and the Situation
*16. The World of CHARLIE Company, Part I
*17. The World of CHARLIE Company, Part II

*Depth core topics which can be used at any point in the course.

recommended that the instructor divide his section of 20 to 25 students in half and require that half of the class attend, for example, the Monday class meeting and the other half the Wednesday class meeting. A notice should be posted on a bulletin board in Luce Hall containing all pertinent information about required class attendance. It is not recommended that the instructor use all sixteen depth core. It is felt, as indicated in the Course Activities Chart, that eight would be a reasonable number to use. The use of depth core as well as their placement is, of course, at the option of the instructor.

Depth core packets will be outlined in detail and available to the instructor as they are needed. If assigned, the CA will be responsible for keeping all information on depth core and enrichment on file and easily accessible to the instructor.

Enrichment: Structural Communications

Enrichment units provide another opportunity for students to broaden their knowledge and experience in the course. Though the structured discussions can be conducted successfully without an instructor, his presence and participation gives him an excellent opportunity to observe student performance.

The unique Structural Communications design affords great flexibility of use: an individual student, a group without the instructor, or a group with the instructor in one of several roles. This same flexibility, plus the fact that this technique

will not be in everyday use, prompts the inclusion of rather specific instructions to the instructor using or assigning the enrichment units. An explanation of the structured discussion process and instructions for use in its various ways are contained in an appendix to the Instructor Guide, TR 6.6, forming a handy guide which may be easily removed from this document and carried to the discussion, when necessary.

EVALUATION AND COURSE REVISION

During development of the course, validation and evaluation measures were incorporated in the system to detect areas of instruction which might require revision. Presented here for possible future application is a brief summary of revision indicators and the evaluation measures which may be utilized in the system without unduly interfering with student progress throughout the course.

The necessity for revision of the course instructional materials will probably come about as a result of one of the following:

1. Instructor observation or student test results show declining student performance.
2. Student characteristics and/or entry repertoire change to any appreciable degree.
3. New content, which should be included, comes to light; e.g., the personnel performance appraisal system changes; a new management theory/technique comes into vogue; new leadership techniques are adopted to foster the all-volunteer force, etc.
4. The USNA staff becomes generally convinced that revision is required.

Revisions as a result of indicators 3. and 4. above will require the same total process for development that has been applied to this project; i.e., specification of terminal objectives, preparation of criterion tests, preparation

of the instructional materials, developmental testing, revision, production, etc.

Those revisions necessary as a result of indicators 1. and 2. (declining performance; changed student characteristics or entry repertoire) can be rather easily pinpointed and verified as requiring some revision. Unless the troublesome instructional content is immediately obvious, a useful first step will be to require that all students complete and return a Progress Check Response Form (Appendix D.) for the suspect part or segment(s). These forms should be collected and carefully analyzed to provide a gross measure of what is wrong and the general location. Having narrowed the search to the segment level, students should be required to complete an Answer and Confirmation Sheet (see sample in Appendix F.) for that segment. Careful analysis of individual student responses should show the exact content or examples that are responsible for the poor performance. The pertinent terminal and enabling objectives should also be reviewed for continued relevance and applicability to the overall course.

Although not totally reliable, student questionnaires do give some insight into the attitudes of students and possible causes of difficulty. Questions used in the past included time required to complete each segment, appropriateness of examples used, whether the materials were interesting and to what degree, and questions about media preference. A sample of a questionnaire used is shown in Appendix G.

Questionnaires may be used after each segment, volume or part. Also, depending on the nature of the questions and their intended uses, the student may or may not be asked to put his name on the questionnaire.

Additional data has been obtained from tabulation of tutoring requirements and collection and assessment of student comments. These latter comments may be unsolicited and result from interaction with the Course Administrator about materials or scheduling, or may be offered to the instructor in the course of classroom sessions or informal conversation related thereto, or in tutorial sessions.

Should the requirement arise to revise, replace or augment the content of the course, the details of development and sequencing material are presented in TP-6.2 entitled Sequencing Rationale.

Briefly outlined, the recommended process involves specification of content in terms of student-performance measures and elements of the task (behavioral objectives) and the sequencing of these objectives. Terminal objectives express the specific learned behaviors which the student is expected to accomplish as the result of the instruction. Then each terminal objective is analyzed to determine and sequence the enabling objectives, which are the prerequisite competencies for accomplishing the terminal objective. Once the objectives are specified and sequenced the content outline

can be prepared to communicate all information relevant to objective attainment. With this outline and the terminal and enabling objectives, the learning materials may be prepared in the medium desired.

APPENDICES

APPENDIX A.

Technical Reports

TR-6.1c	Content Outline for Leadership Course	October 7, 1968
TR-6.2	Leadership Course - Phase I Terminal Objectives	November 11, 1968
TR-6.3a	Research and Evaluation Plan Part I	January 31, 1969
TR-6.3a	Leadership Management Course Part II	May 9, 1969
TR-6.4a	Instructional Presentation Design	August 6, 1969
TR-6.5	Student Guide	January 24, 1970
TR-6.6	Instructor Guide	January 22, 1970
TR-6.10	Computer Programs and Specifications	May 26, 1969
TR-6.11	An Analysis and Evaluation of Instructional Methodology For A Multi-Media Course in Leadership, Psychology, and Management Phase II Evaluation Report	October 15, 1970
TR-6.12a	Report of Phase II Research Findings: The Design and Methodology For Research On The Interaction Of Media, Conditions of Instruction, and Student Characteristics For A Multi-Media Course in Leadership, Psychology and Management Part I: Conditions of Instruction	October 15, 1970
TR-6.12b	Report of Phase II Research Findings: The Design and Methodology For Research On The Interaction Of Media, Conditions of Instruction, and Student Characteristics For A Multi-Media Course in Leadership, Psychology and Management Part II: Student Characteristics	December, 1970
TR-6.13	Design Specifications Document Including Specifications For Product And Course Design System Management and Evaluation Procedures	February, 1971

(Copies of these documents are maintained in the office of the Director, Academic Computing Center.)

APPENDIX A. (Cont.)

TR-6.14	Cost Effectiveness	April 30, 1971
TR-6.15	An Analysis and Evaluation of Instructional Methodology For A Multi-Media Course in Leadership, Psychology, and Management Phase III Evaluation Report	May 1, 1971
TR-6.16	Report of Phase III Research Findings; For A Multi-Media Course in Leadership, Psychology and Management	May 26, 1971
TR-6.17	Management Design: Procedures for Administration of a Multi-Media, Individualized Course in Leadership, Psychology and Management	May 26, 1971
TR-6.18	Final Report - Part I Summary and Recommendations On A Multi-Media Instructional System for Leadership, Psychology and Management	May 26, 1971
TR-6.19	Final Report - Part II Multi-Media Course Development Model	May 26, 1971

Technical Papers

TP-6.1	A Behavioral Approach to Instructional Design and Media Selection	Septemner 23, 1968
TP-6.2	Sequencing Rationale	March 19, 1969
TP-6.3	Course Description	November 18, 1968
TP-6.4	Course Strategy	March 21, 1969
TP-6.5	Cost Effectiveness	March 7, 1969
TP-6.6	Course Development Model for Phase I	March 28, 1969
TP-6.7	Application of PERT to Research and Development in Education	May 16, 1969
TP-6.8	Typological Analysis of Student Characteristics: Preliminary Report	September 15, 1969
TP-6.9	Specifications of Research Test Items	December 9, 1969
TP-6.10	Rank-Biserial Correlation as an Item Discrimination	May 11, 1970

APPENDIX B.

PROGRAM FRAME ANSWERS

PART Eight SEGMENT I TYPE Linear Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
1	a,b
2	c
3	d
4	c
5	a
6	c
7	a,b
8	b,c,d
9	a,b
10	a,b,c
11	a
12	a,b
13	a-3 b-2
14	a,b
15	a
16	a,b
17	a,b
18	a
19	a
20	a,b,c
21	b
22	a
23	c
24	b

FRAME OR QUESTION NUMBER	CORRECT ANSWER
25	a,b
26	a
27	a,b
28	b,c,d
29	a
30	a
31	a,b
32	a,b
33	b
34	a,b
35	b
36	a
37	a,b
38	b
39	a
40	b
41	a,b
42	a,b
43	a,b
44	a
45	a,b,c,d
46	c
47	a,b
48	b

FRAME OR QUESTION NUMBER	CORRECT ANSWER
49	a,b,d,e
50	a,b
51	b
52	a
53	b
54	a
55	c
56	b
57	a,b
58	b
59	a-1 b-2,3
60	a-2 b-3
61	a,b
62	a,b
63	b
64	b
65	a
66	a,b
67	a,b,c, d,e
68	b,c,e
69	a-1 b-2 c-1
70	a-3 b-4 c-2
71	a
72	b

FRAME OR QUESTION NUMBER	CORRECT ANSWER
73	a
74	a
75	a
76	a,b
77	b
78	b
79	b
80	a,b
81	a
82	a,b,c
83	b
84	a,b
85	a,b
86	c
87	a
88	b
89	b
90	c
91	b
92	a,b
93	b

APPENDIX C

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Eight SEGMENT IV

REMEDIATION TEXT Syndactic Text-Volume VIII-B

ITEM	ANSWER	REMEDIATION REFERENCE
1	b	Summary 1 Pages 1-2
2	d	Summary 1 Page 1
3	d	Summary 1 Pages 3-4
4	c	Summary 1 Pages 3-4
5	a	Summary 2 Pages 30-32
6	c	Summary 2 Page 28
7	b	Summary 2 Pages 30-32
8	c	Summary 2 Page 30
9	a	Summary 2 Page 32
10	d	Summary 2 Page 33
11		
12		
13		
14		
15		

Appendix D.

PROGRESS CHECK RESPONSE FORM

PART One SEGMENT I

Name Lee Rivers ID 721086

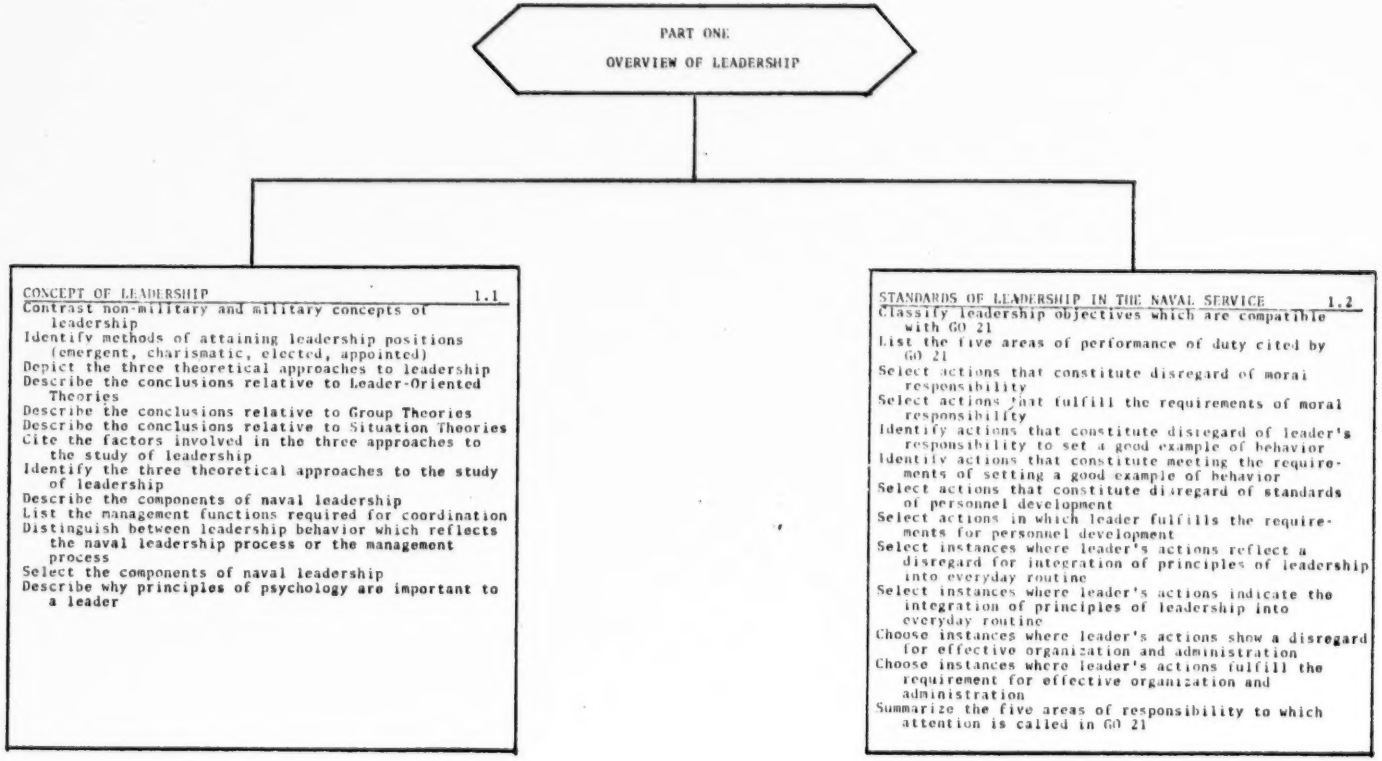
Total time spent on segment (including Progress Check and Remediation)
65 minutes.

TEST ITEM	RESPONSES		REMEDIATION REFERENCES (Syndactic Text)
	FIRST TRIAL	SECOND TRIAL	
1	C		Summary 1; page 2
2	B		Summary 3; pages 86-87
3	(B)	D	Summary 1; pages 1-4
4	A		Summary 2; page 48
5	C		Summary 2; pages 44-54
6	(D)	(B)	Summary 3; page 85
7	B		Summary 2; page 48
8	D		Summary 2; page 51
9	(C)	B	Summary 1; page 5
10	C		Summary 3; page 84
11			
12			
13			
14			
15			
Total Number Correct	7	9	
Percentage Correct	70	90	

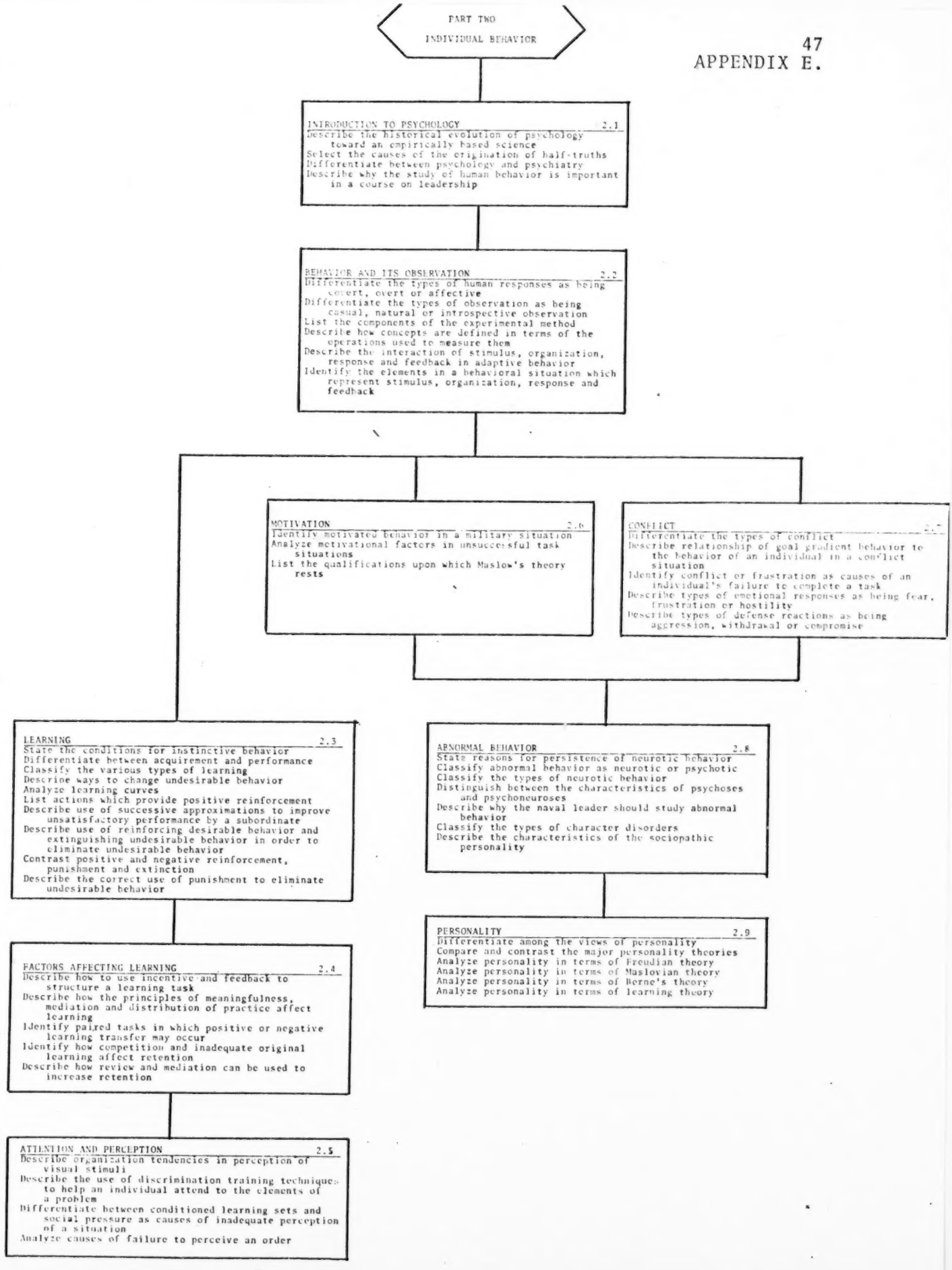
APPENDIX E.

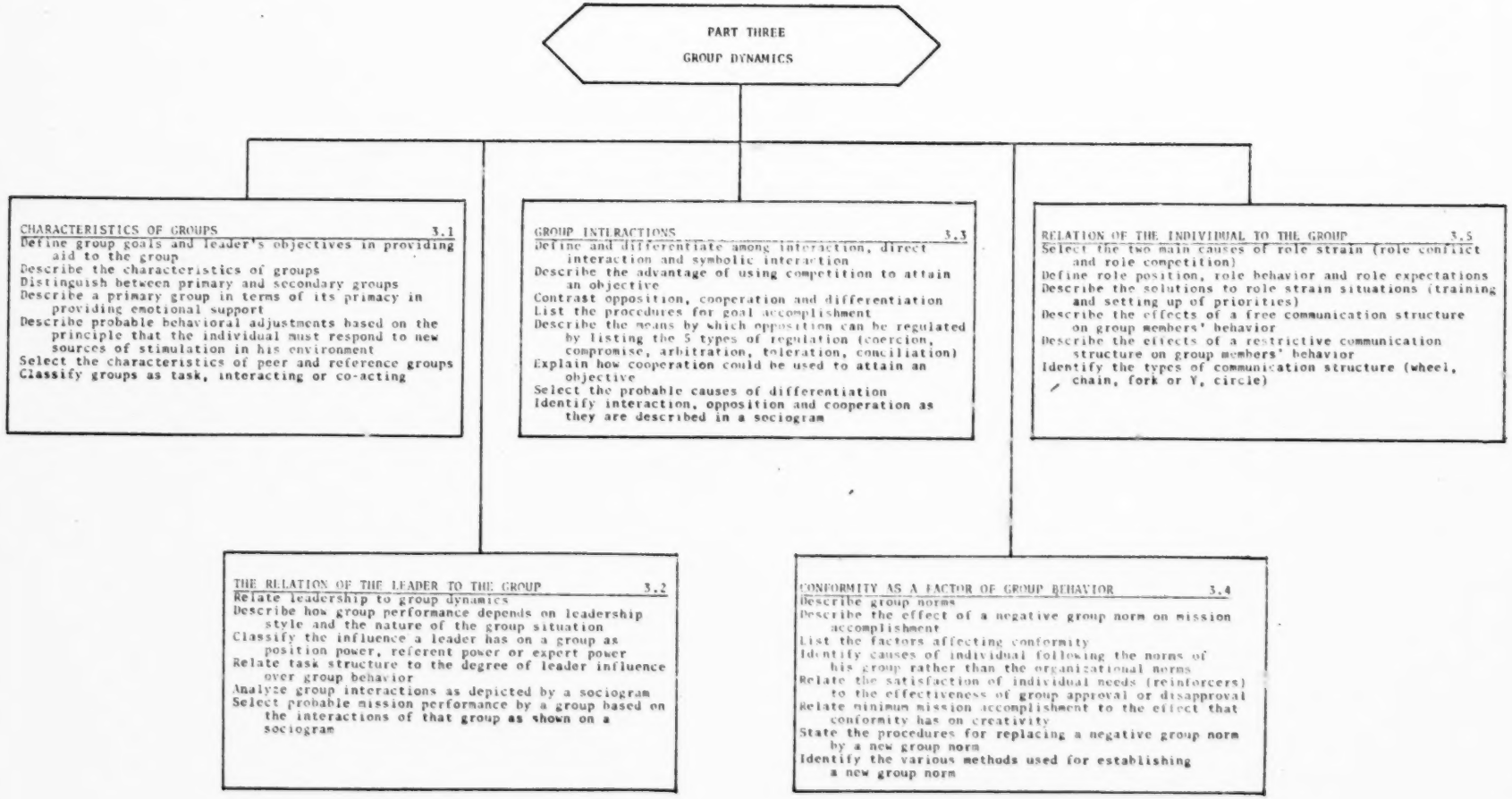
CONTENT MAPS

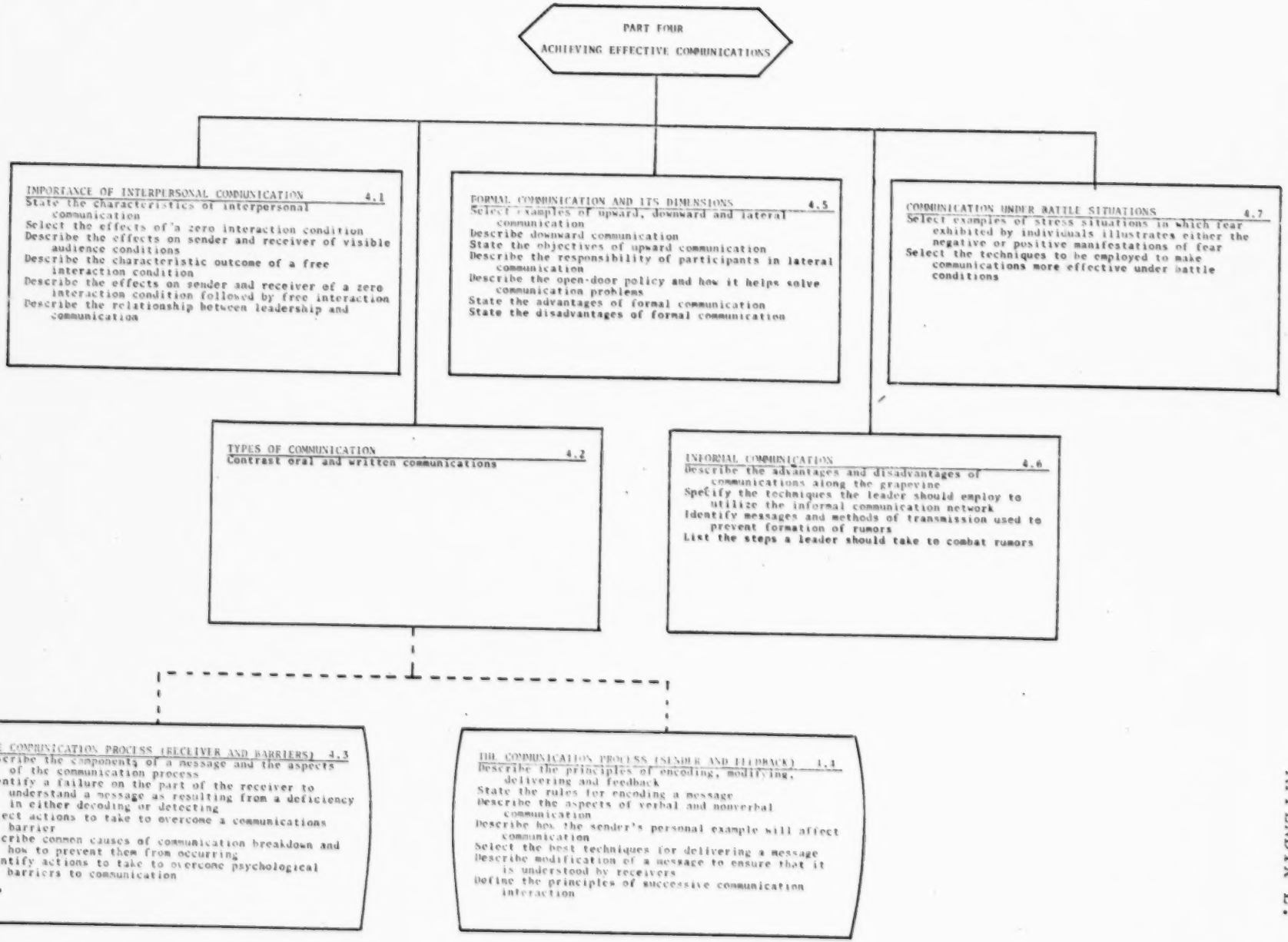
Parts 1 through 12

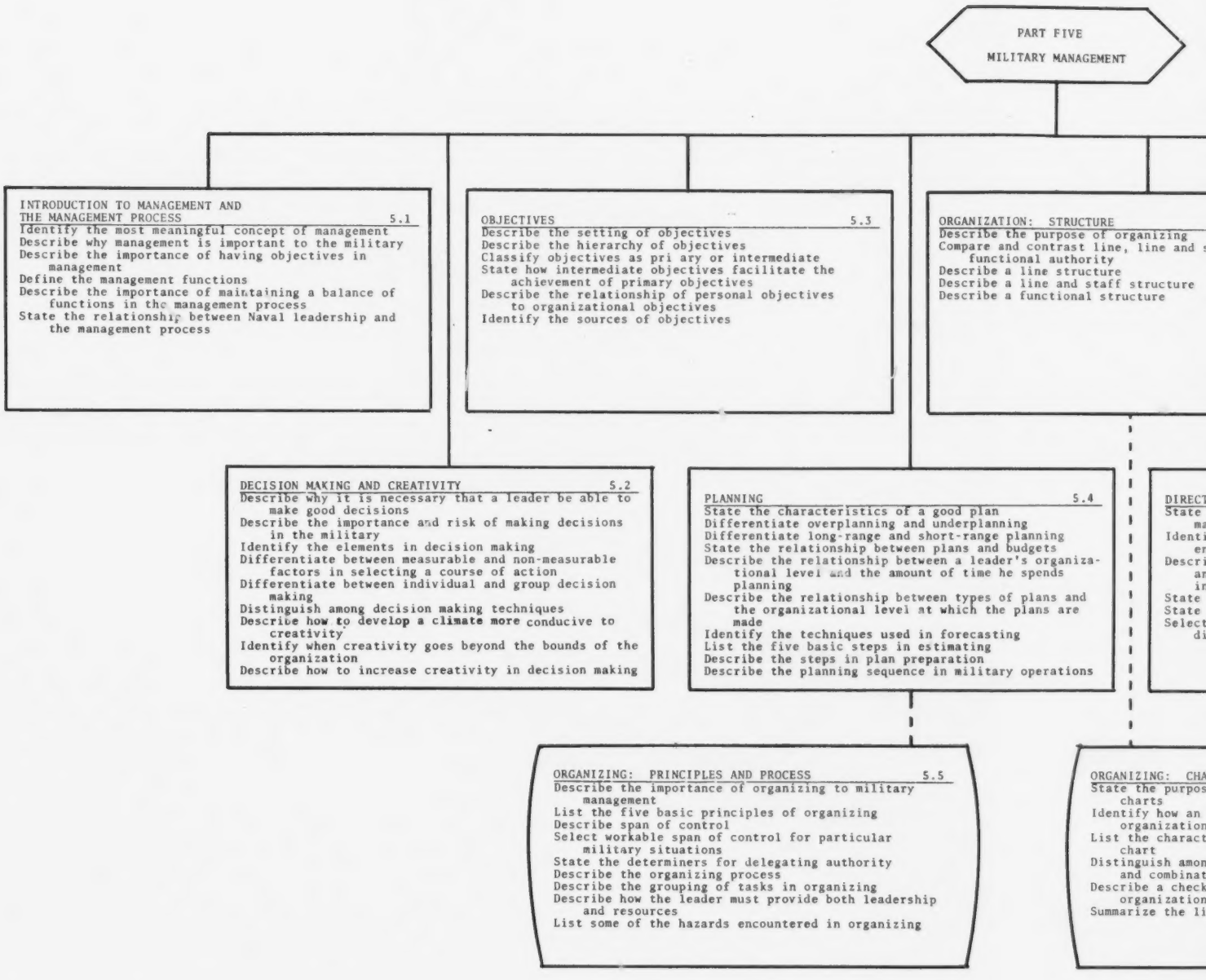

PART ONE
OVERVIEW OF LEADERSHIP
CONCEPT OF LEADERSHIP 1.1
Contrast non-military and military concepts of leadership
Identify methods of attaining leadership positions (emergent, charismatic, elected, appointed)
Depict the three theoretical approaches to leadership
Describe the conclusions relative to Leader-Oriented Theories
Describe the conclusions relative to Group Theories
Describe the conclusions relative to Situation Theories
Cite the factors involved in the three approaches to the study of leadership
Identify the three theoretical approaches to the study of leadership
Describe the components of naval leadership
List the management functions required for coordination
Distinguish between leadership behavior which reflects the naval leadership process or the management process
Select the components of naval leadership
Describe why principles of psychology are important to a leader
STANDARDS OF LEADERSHIP IN THE NAVAL SERVICE 1.2
Classify leadership objectives which are compatible with GO 21
List the five areas of performance of duty cited by GO 21
Select actions that constitute disregard of moral responsibility
Select actions that fulfill the requirements of moral responsibility
Identify actions that constitute disregard of leader's responsibility to set a good example of behavior
Identify actions that constitute meeting the requirements of setting a good example of behavior
Select actions that constitute disregard of standards of personnel development
Select actions in which leader fulfills the requirements for personnel development
Select instances where leader's actions reflect a disregard for integration of principles of leadership into everyday routine
Select instances where leader's actions indicate the integration of principles of leadership into everyday routine
Choose instances where leader's actions show a disregard for effective organization and administration
Choose instances where leader's actions fulfill the requirement for effective organization and administration
Summarize the five areas of responsibility to which attention is called in GO 21

APPENDIX E.


PART TWO
INDIVIDUAL BEHAVIOR
INTRODUCTION TO PSYCHOLOGY 2.1
Describe the historical evolution of psychology toward an empirically based science
Select the causes of the origination of half-truths
Differentiate between psychology and psychiatry
Describe why the study of human behavior is important in a course on leadership
BEHAVIOR AND ITS OBSERVATION 2.2
Differentiate the types of human responses as being covert, overt or affective
Differentiate the types of observation as being casual, natural or introspective observation
List the components of the experimental method
Describe how concepts are defined in terms of the operations used to measure them
Describe the interaction of stimulus, organization, response and feedback in adaptive behavior
Identify the elements in a behavioral situation which represent stimulus, organization, response and feedback
MOTIVATION 2.6
Identify motivated behavior in a military situation
Analyze motivational factors in unsuccessful task situations
List the qualifications upon which Maslow's theory rests
CONFLICT 2.7
Differentiate the types of conflict
Describe relationship of goal gradient behavior to the behavior of an individual in a conflict situation
Identify conflict or frustration as causes of an individual's failure to complete a task
Describe types of emotional responses as being fear, frustration or hostility
Describe types of defense reactions as being aggression, withdrawal or compromise
LEARNING 2.3
State the conditions for instinctive behavior
Differentiate between acquirement and performance
Classify the various types of learning
Describe ways to change undesirable behavior
Analyze learning curves
List actions which provide positive reinforcement
Describe use of successive approximations to improve unsatisfactory performance by a subordinate
Describe use of reinforcing desirable behavior and extinguishing undesirable behavior in order to eliminate undesirable behavior
Contrast positive and negative reinforcement, punishment and extinction
Describe the correct use of punishment to eliminate undesirable behavior
ABNORMAL BEHAVIOR 2.8
State reasons for persistence of neurotic behavior
Classify abnormal behavior as neurotic or psychotic
Classify the types of neurotic behavior
Distinguish between the characteristics of psychoses and psychoneuroses
Describe why the naval leader should study abnormal behavior
Classify the types of character disorders
Describe the characteristics of the sociopathic personality
FACTORS AFFECTING LEARNING 2.4
Describe how to use incentive and feedback to structure a learning task
Describe how the principles of meaningfulness, mediation and distribution of practice affect learning
Identify paired tasks in which positive or negative learning transfer may occur
Identify how competition and inadequate original learning affect retention
Describe how review and mediation can be used to increase retention
PERSONALITY 2.9
Differentiate among the views of personality
Compare and contrast the major personality theories
Analyze personality in terms of Freudian theory
Analyze personality in terms of Maslovian theory
Analyze personality in terms of Berne's theory
Analyze personality in terms of learning theory
ATTENTION AND PERCEPTION 2.5
Describe organization tendencies in perception of visual stimuli
Describe the use of discrimination training techniques to help an individual attend to the elements of a problem
Differentiate between conditioned learning sets and social pressure as causes of inadequate perception of a situation
Analyze causes of failure to perceive an order


PART THREE
GROUP DYNAMICS
CHARACTERISTICS OF GROUPS 3.1
Define group goals and leader's objectives in providing aid to the group
Describe the characteristics of groups
Distinguish between primary and secondary groups
Describe a primary group in terms of its primacy in providing emotional support
Describe probable behavioral adjustments based on the principle that the individual must respond to new sources of stimulation in his environment
Select the characteristics of peer and reference groups
Classify groups as task, interacting or co-acting
GROUP INTERACTIONS 3.3
Define and differentiate among interaction, direct interaction and symbolic interaction
Describe the advantage of using competition to attain an objective
Contrast opposition, cooperation and differentiation
List the procedures for goal accomplishment
Describe the means by which opposition can be regulated by listing the 5 types of regulation (coercion, compromise, arbitration, toleration, conciliation)
Explain how cooperation could be used to attain an objective
Select the probable causes of differentiation
Identify interaction, opposition and cooperation as they are described in a sociogram
RELATION OF THE INDIVIDUAL TO THE GROUP 3.5
Select the two main causes of role strain (role conflict and role competition)
Define role position, role behavior and role expectations
Describe the solutions to role strain situations (training and setting up of priorities)
Describe the effects of a free communication structure on group members' behavior
Describe the effects of a restrictive communication structure on group members' behavior
Identify the types of communication structure (wheel, chain, fork or Y, circle)
THE RELATION OF THE LEADER TO THE GROUP 3.2
Relate leadership to group dynamics
Describe how group performance depends on leadership style and the nature of the group situation
Classify the influence a leader has on a group as position power, referent power or expert power
Relate task structure to the degree of leader influence over group behavior
Analyze group interactions as depicted by a sociogram
Select probable mission performance by a group based on the interactions of that group as shown on a sociogram
CONFORMITY AS A FACTOR OF GROUP BEHAVIOR 3.4
Describe group norms
Describe the effect of a negative group norm on mission accomplishment
List the factors affecting conformity
Identify causes of individual following the norms of his group rather than the organizational norms
Relate the satisfaction of individual needs (reinforcers) to the effectiveness of group approval or disapproval
Relate minimum mission accomplishment to the effect that conformity has on creativity
State the procedures for replacing a negative group norm by a new group norm
Identify the various methods used for establishing a new group norm


PART FOUR
ACHIEVING EFFECTIVE COMMUNICATIONS
IMPORTANCE OF INTERPERSONAL COMMUNICATION 4.1
State the characteristics of interpersonal communication
Select the effects of a zero interaction condition
Describe the effects on sender and receiver of visible audience conditions
Describe the characteristic outcome of a free interaction condition
Describe the effects on sender and receiver of a zero interaction condition followed by free interaction
Describe the relationship between leadership and communication
FORMAL COMMUNICATION AND ITS DIMENSIONS 4.5
Select examples of upward, downward and lateral communication
Describe downward communication
State the objectives of upward communication
Describe the responsibility of participants in lateral communication
Describe the open-door policy and how it helps solve communication problems
State the advantages of formal communication
State the disadvantages of formal communication
COMMUNICATION UNDER BATTLE SITUATIONS 4.7
Select examples of stress situations in which fear exhibited by individuals illustrates either the negative or positive manifestations of fear
Select the techniques to be employed to make communications more effective under battle conditions
TYPES OF COMMUNICATION 4.2
Contrast oral and written communications
INFORMAL COMMUNICATION 4.6
Describe the advantages and disadvantages of communications along the grapevine
Specify the techniques the leader should employ to utilize the informal communication network
Identify messages and methods of transmission used to prevent formation of rumors
List the steps a leader should take to combat rumors
THE COMMUNICATION PROCESS (RECEIVER AND BARRIERS) 4.3
Describe the components of a message and the aspects of the communication process
Identify a failure on the part of the receiver to understand a message as resulting from a deficiency in either decoding or detecting
Select actions to take to overcome a communications barrier
Describe common causes of communication breakdown and how to prevent them from occurring
Identify actions to take to overcome psychological barriers to communication
THE COMMUNICATION PROCESS (SENDER AND FEEDBACK) 4.4
Describe the principles of encoding, modifying, delivering and feedback
State the rules for encoding a message
Describe the aspects of verbal and nonverbal communication
Describe how the sender's personal example will affect communication
Select the best techniques for delivering a message
Describe modification of a message to ensure that it is understood by receivers
Define the principles of successive communication interaction


PART FIVE
MILITARY MANAGEMENT
INTRODUCTION TO MANAGEMENT AND THE MANAGEMENT PROCESS 5.1
Identify the most meaningful concept of management
Describe why management is important to the military
Describe the importance of having objectives in management
Define the management functions
Describe the importance of maintaining a balance of functions in the management process
State the relationship between Naval leadership and the management process
OBJECTIVES 5.3
Describe the setting of objectives
Describe the hierarchy of objectives
Classify objectives as pri ary or intermediate
State how intermediate objectives facilitate the achievement of primary objectives
Describe the relationship of personal objectives to organizational objectives
Identify the sources of objectives
ORGANIZATION: STRUCTURE
Describe the purpose of organizing
Compare and contrast line, line and s functional authority
Describe a line structure
Describe a line and staff structure
Describe a functional structure
DECISION MAKING AND CREATIVITY 5.2
Describe why it is necessary that a leader be able to make good decisions
Describe the importance and risk of making decisions in the military
Identify the elements in decision making
Differentiate between measurable and non-measurable factors in selecting a course of action
Differentiate between individual and group decision making
Distinguish among decision making techniques
Describe how to develop a climate more conducive to creativity
Identify when creativity goes beyond the bounds of the organization
Describe how to increase creativity in decision making
PLANNING 5.4
State the characteristics of a good plan
Differentiate overplanning and underplanning
Differentiate long-range and short-range planning
State the relationship between plans and budgets
Describe the relationship between a leader's organizational level and the amount of time he spends planning
Describe the relationship between types of plans and the organizational level at which the plans are made
Identify the techniques used in forecasting
List the five basic steps in estimating
Describe the steps in plan preparation
Describe the planning sequence in military operations
DIRECT
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ORGANIZING: PRINCIPLES AND PROCESS 5.5
Describe the importance of organizing to military management
List the five basic principles of organizing
Describe span of control
Select workable span of control for particular military situations
State the determiners for delegating authority
Describe the organizing process
Describe the grouping of tasks in organizing
Describe how the leader must provide both leadership and resources
List some of the hazards encountered in organizing
ORGANIZING: CHA
State the purpos
charts
Identify how an
organization
List the charact
chart
Distinguish amon
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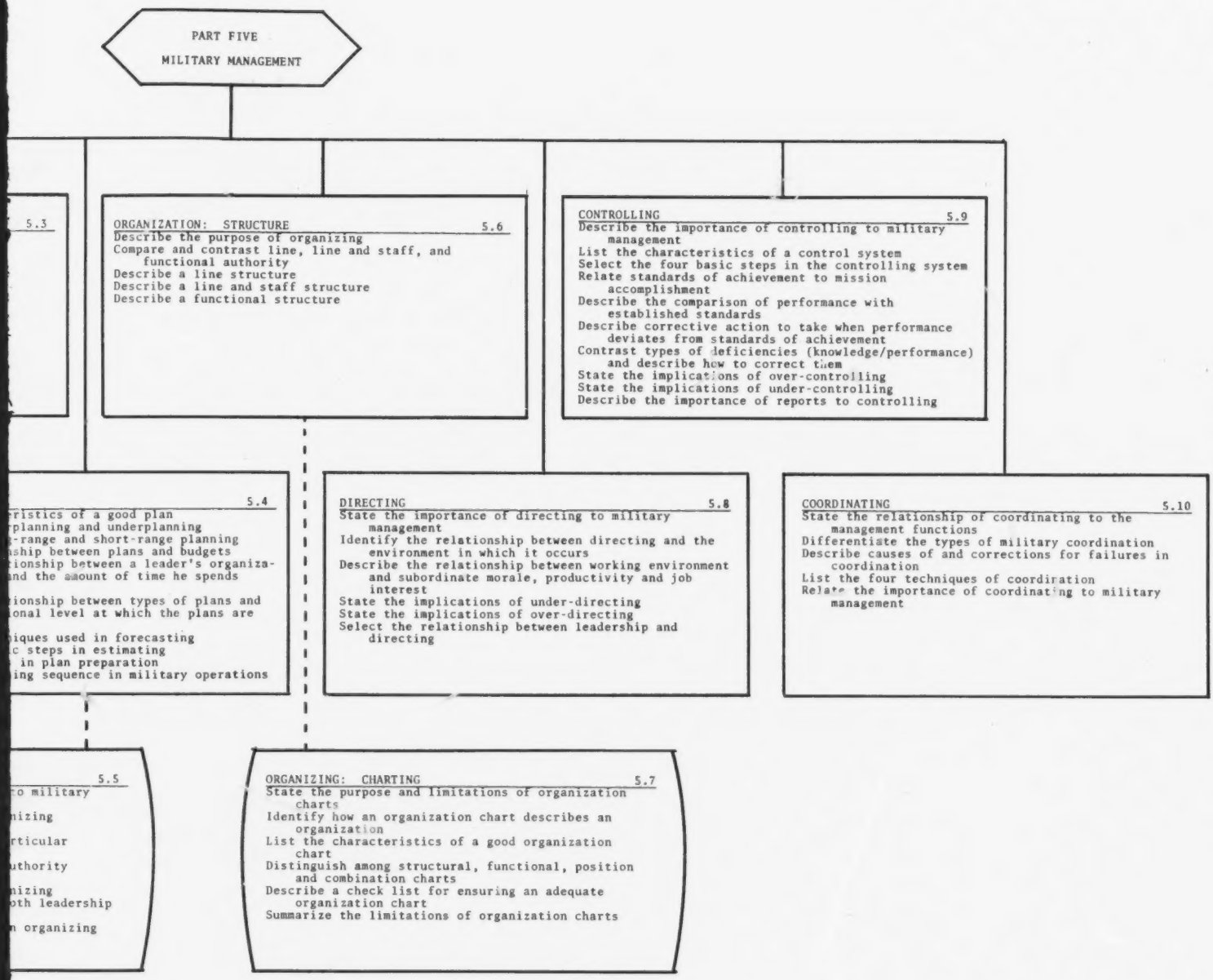
organization
Summarize the li

APPENDIX E.


PART FIVE
MILITARY MANAGEMENT
5.3
ORGANIZATION: STRUCTURE 5.6
Describe the purpose of organizing
Compare and contrast line, line and staff, and functional authority
Describe a line structure
Describe a line and staff structure
Describe a functional structure
CONTROLLING 5.9
Describe the importance of controlling to military management
List the characteristics of a control system
Select the four basic steps in the controlling system
Relate standards of achievement to mission accomplishment
Describe the comparison of performance with established standards
Describe corrective action to take when performance deviates from standards of achievement
Contrast types of deficiencies (knowledge/performance) and describe how to correct them
State the implications of over-controlling
State the implications of under-controlling
Describe the importance of reports to controlling
5.4
ristics of a good plan
planning and underplanning
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ship between plans and budgets
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nd the amount of time he spends
tionship between types of plans and
onal level at which the plans are
iques used in forecasting
c steps in estimating
in plan preparation
ing sequence in military operations
DIRECTING 5.8
State the importance of directing to military management
Identify the relationship between directing and the environment in which it occurs
Describe the relationship between working environment and subordinate morale, productivity and job interest
State the implications of under-directing
State the implications of over-directing
Select the relationship between leadership and directing
COORDINATING 5.10
State the relationship of coordinating to the management functions
Differentiate the types of military coordination
Describe causes of and corrections for failures in coordination
List the four techniques of coordination
Relate the importance of coordinating to military management
5.5
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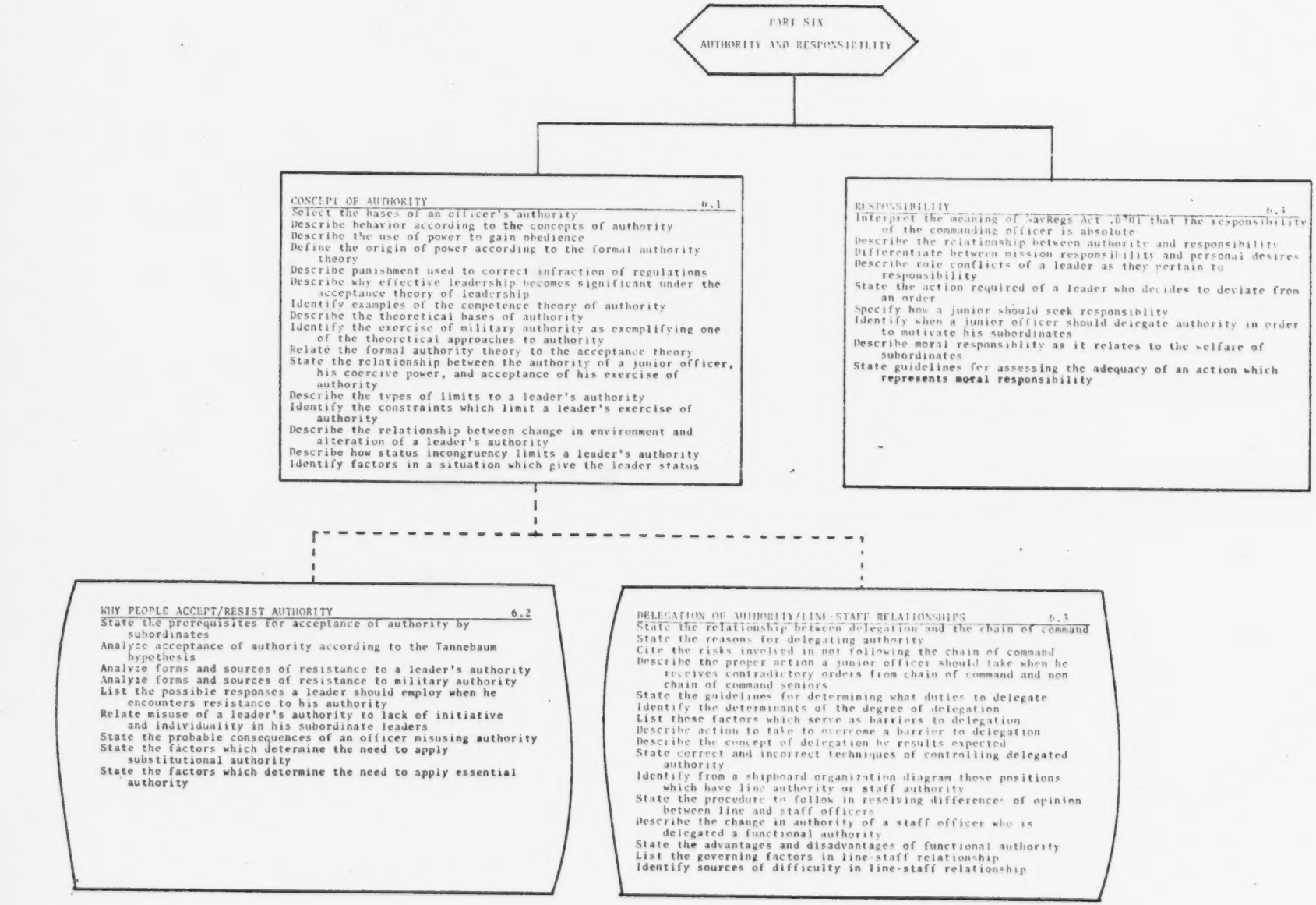
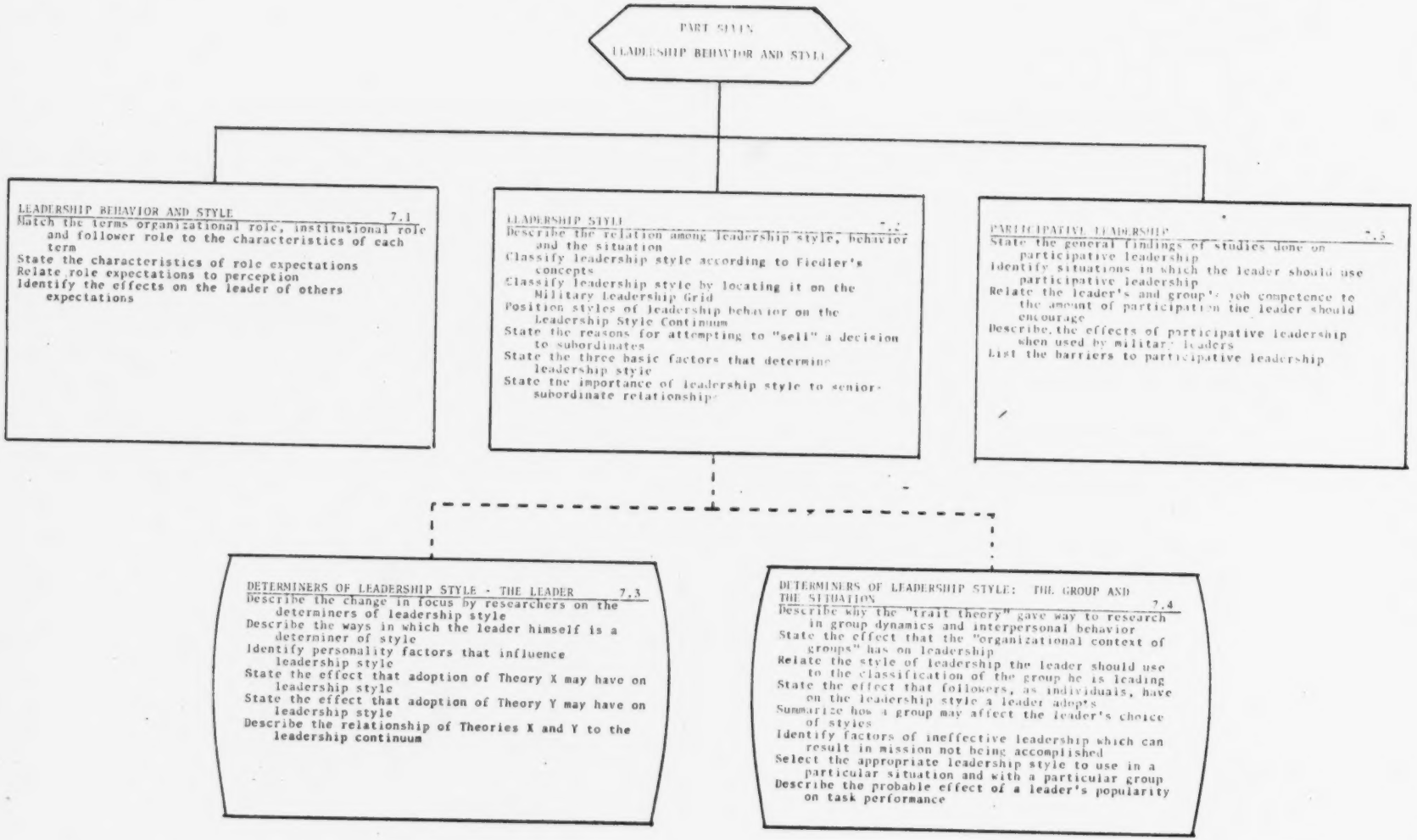
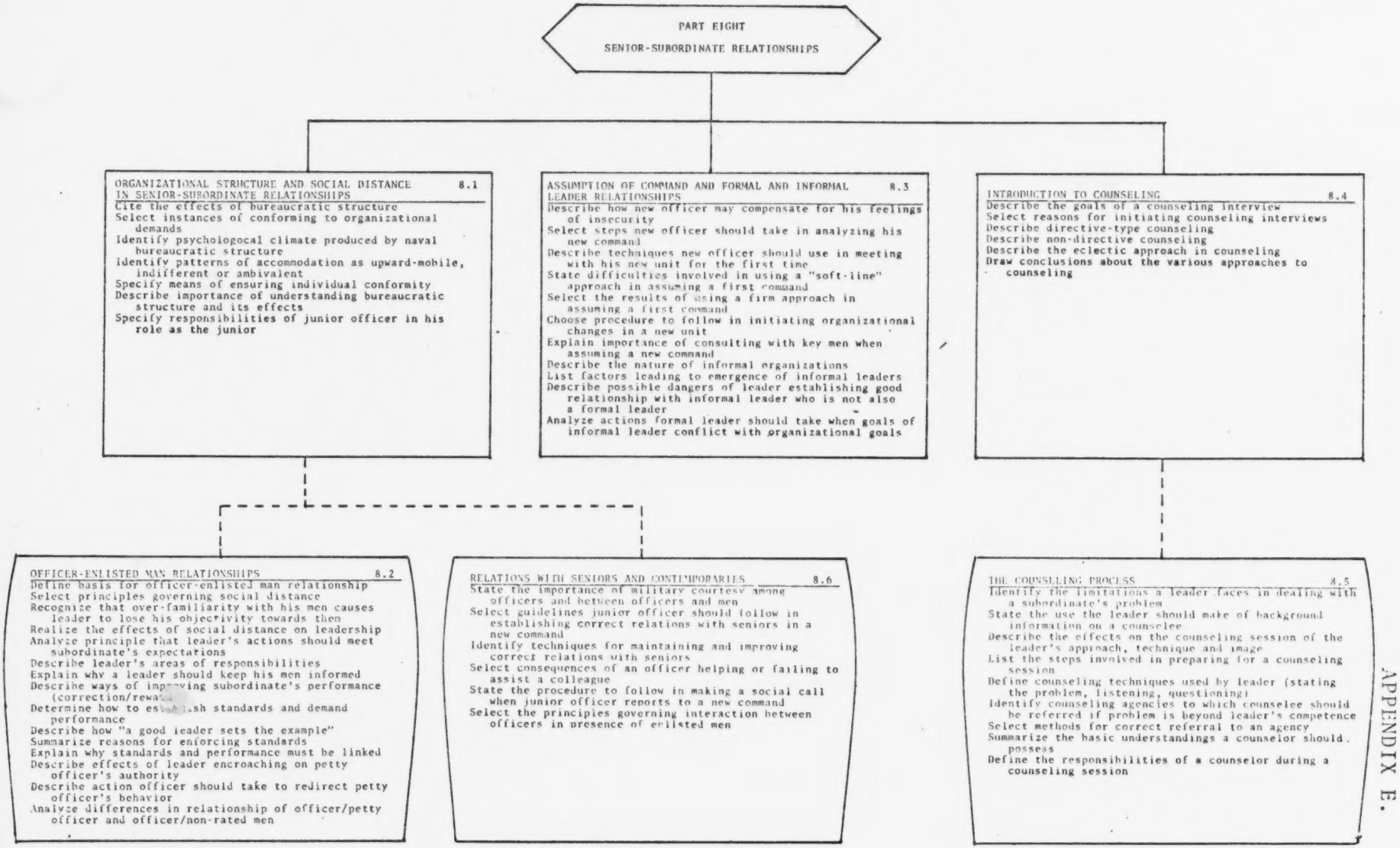
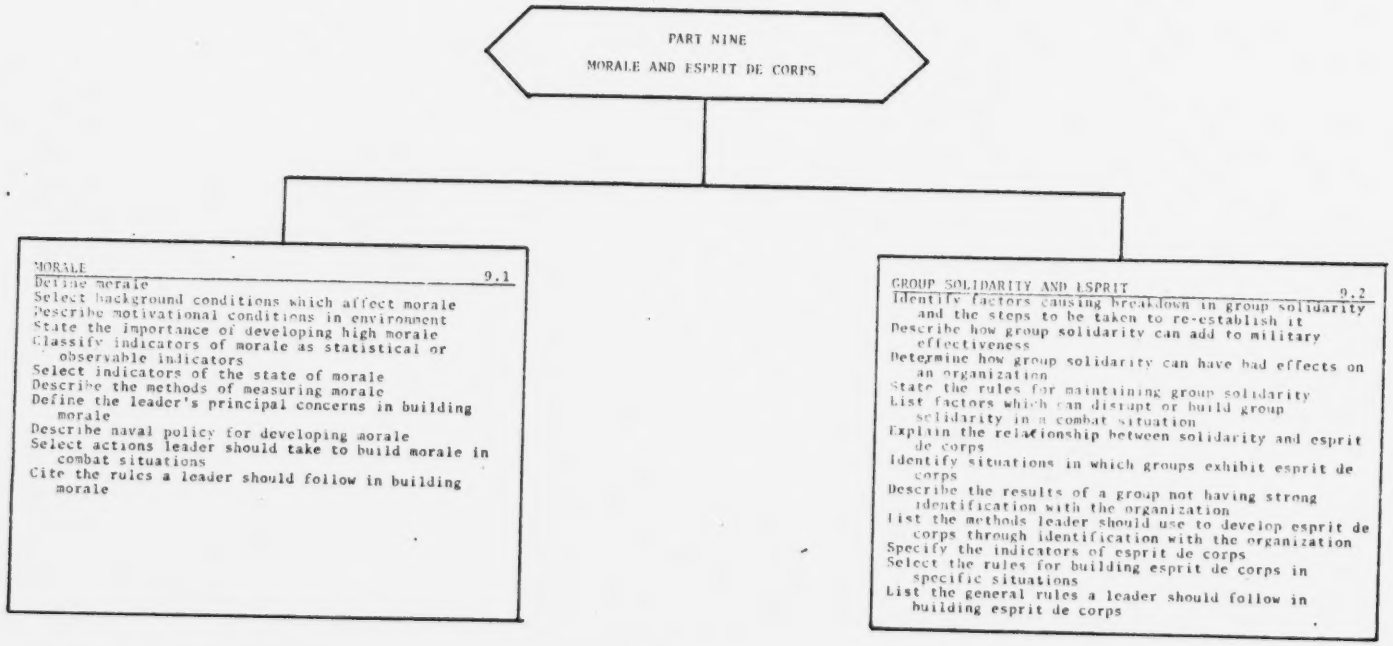
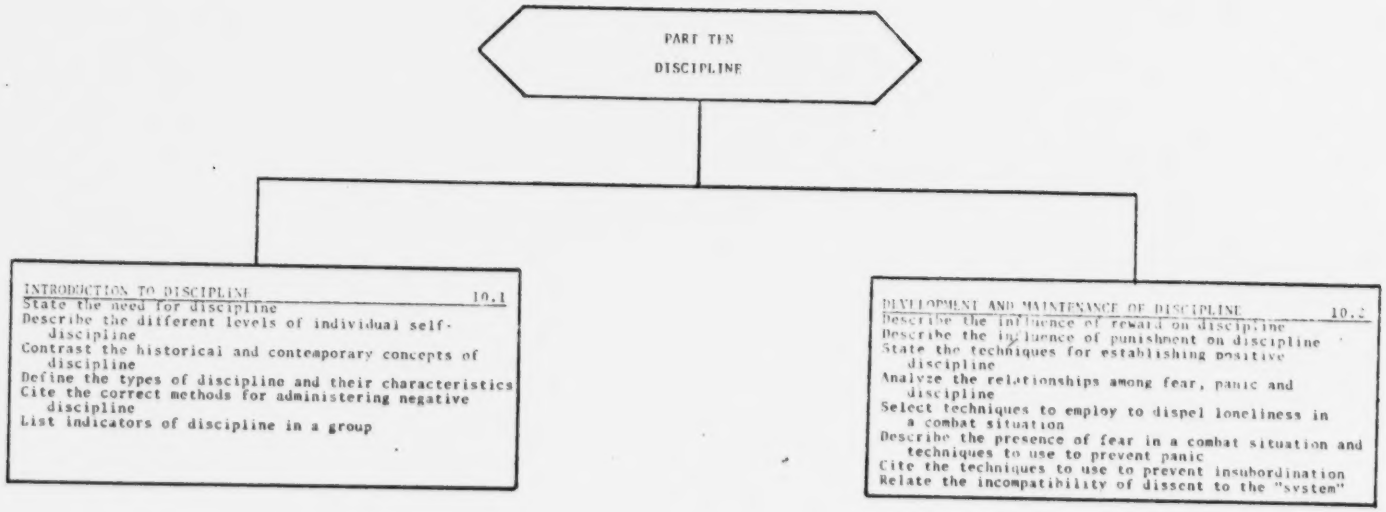
nizing
oth leadership
n organizing
ORGANIZING: CHARTING 5.7
State the purpose and limitations of organization charts
Identify how an organization chart describes an organization
List the characteristics of a good organization chart
Distinguish among structural, functional, position and combination charts
Describe a check list for ensuring an adequate organization chart
Summarize the limitations of organization charts


PART SIX
AUTHORITY AND RESPONSIBILITY
CONCEPT OF AUTHORITY 6.1
Select the bases of an officer's authority
Describe behavior according to the concepts of authority
Describe the use of power to gain obedience
Define the origin of power according to the formal authority theory
Describe punishment used to correct infraction of regulations
Describe why effective leadership becomes significant under the acceptance theory of leadership
Identify examples of the competence theory of authority
Describe the theoretical bases of authority
Identify the exercise of military authority as exemplifying one of the theoretical approaches to authority
Relate the formal authority theory to the acceptance theory
State the relationship between the authority of a junior officer, his coercive power, and acceptance of his exercise of authority
Describe the types of limits to a leader's authority
Identify the constraints which limit a leader's exercise of authority
Describe the relationship between change in environment and alteration of a leader's authority
Describe how status incongruency limits a leader's authority
Identify factors in a situation which give the leader status
RESPONSIBILITY 6.4
Interpret the meaning of NavRegs Art .0701 that the responsibility of the commanding officer is absolute
Describe the relationship between authority and responsibility
Differentiate between mission responsibility and personal desires
Describe role conflicts of a leader as they pertain to responsibility
State the action required of a leader who decides to deviate from an order
Specify how a junior should seek responsibility
Identify when a junior officer should delegate authority in order to motivate his subordinates
Describe moral responsibility as it relates to the welfare of subordinates
State guidelines for assessing the adequacy of an action which represents moral responsibility
WHY PEOPLE ACCEPT/RESIST AUTHORITY 6.2
State the prerequisites for acceptance of authority by subordinates
Analyze acceptance of authority according to the Tannebaum hypothesis
Analyze forms and sources of resistance to a leader's authority
Analyze forms and sources of resistance to military authority
List the possible responses a leader should employ when he encounters resistance to his authority
Relate misuse of a leader's authority to lack of initiative and individuality in his subordinate leaders
State the probable consequences of an officer misusing authority
State the factors which determine the need to apply substitutional authority
State the factors which determine the need to apply essential authority
DELEGATION OF AUTHORITY/LINE-STAFF RELATIONSHIPS 6.3
State the relationship between delegation and the chain of command
State the reasons for delegating authority
Cite the risks involved in not following the chain of command
Describe the proper action a junior officer should take when he receives contradictory orders from chain of command and non chain of command seniors
State the guidelines for determining what duties to delegate
Identify the determinants of the degree of delegation
List those factors which serve as barriers to delegation
Describe action to take to overcome a barrier to delegation
Describe the concept of delegation by results expected
State correct and incorrect techniques of controlling delegated authority
Identify from a shipboard organization diagram those positions which have line authority or staff authority
State the procedure to follow in resolving differences of opinion between line and staff officers
Describe the change in authority of a staff officer who is delegated a functional authority
State the advantages and disadvantages of functional authority
List the governing factors in line-staff relationship
Identify sources of difficulty in line-staff relationship

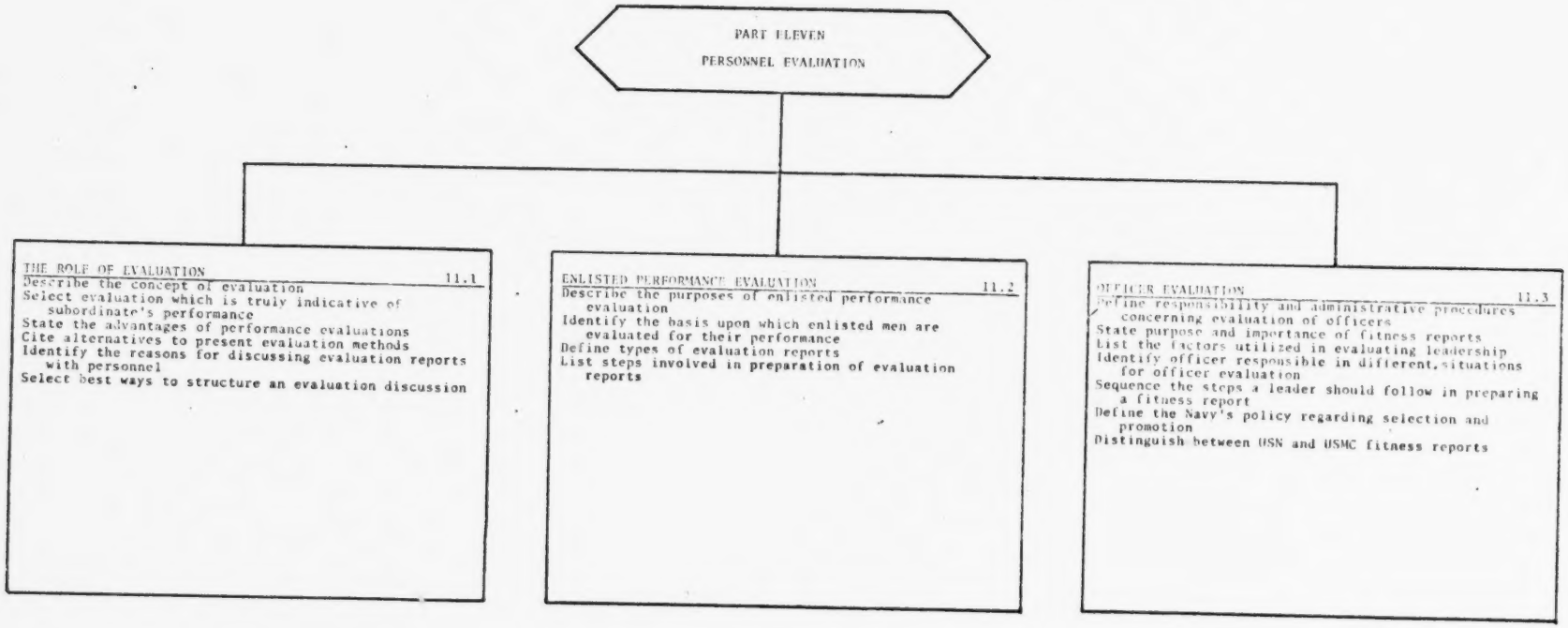

PART SEVEN
LEADERSHIP BEHAVIOR AND STYLE
LEADERSHIP BEHAVIOR AND STYLE 7.1
Match the terms organizational role, institutional role and follower role to the characteristics of each term
State the characteristics of role expectations
Relate role expectations to perception
Identify the effects on the leader of others expectations
LEADERSHIP STYLE 7.2
Describe the relation among leadership style, behavior and the situation
Classify leadership style according to Fiedler's concepts
Classify leadership style by locating it on the Military Leadership Grid
Position styles of leadership behavior on the Leadership Style Continuum
State the reasons for attempting to "sell" a decision to subordinates
State the three basic factors that determine leadership style
State the importance of leadership style to senior-subordinate relationships
PARTICIPATIVE LEADERSHIP 7.5
State the general findings of studies done on participative leadership
Identify situations in which the leader should use participative leadership
Relate the leader's and group's job competence to the amount of participation the leader should encourage
Describe the effects of participative leadership when used by military leaders
List the barriers to participative leadership
DETERMINERS OF LEADERSHIP STYLE - THE LEADER 7.3
Describe the change in focus by researchers on the determiners of leadership style
Describe the ways in which the leader himself is a determiner of style
Identify personality factors that influence leadership style
State the effect that adoption of Theory X may have on leadership style
State the effect that adoption of Theory Y may have on leadership style
Describe the relationship of Theories X and Y to the leadership continuum
DETERMINERS OF LEADERSHIP STYLE: THE GROUP AND THE SITUATION 7.4
Describe why the "trait theory" gave way to research in group dynamics and interpersonal behavior
State the effect that the "organizational context of groups" has on leadership
Relate the style of leadership the leader should use to the classification of the group he is leading
State the effect that followers, as individuals, have on the leadership style a leader adopts
Summarize how a group may affect the leader's choice of styles
Identify factors of ineffective leadership which can result in mission not being accomplished
Select the appropriate leadership style to use in a particular situation and with a particular group
Describe the probable effect of a leader's popularity on task performance

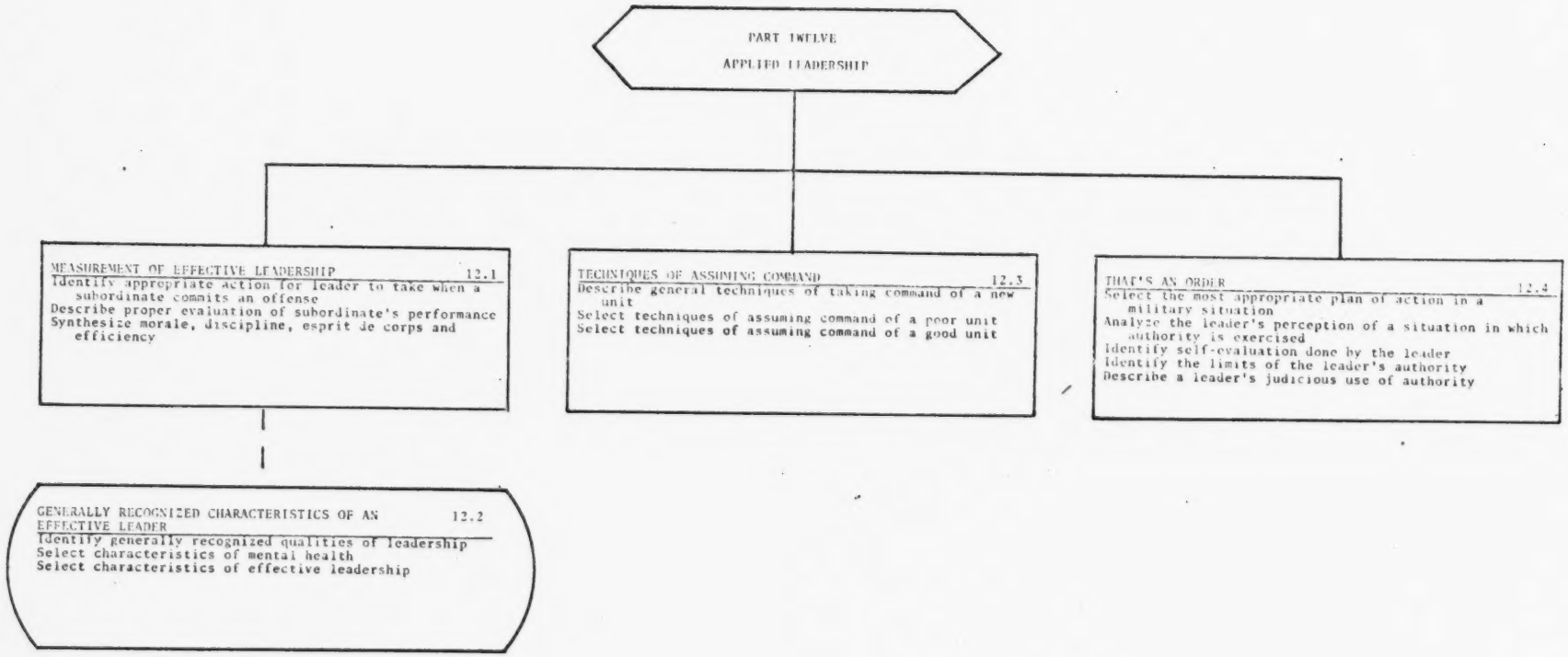

PART EIGHT
SENIOR-SUBORDINATE RELATIONSHIPS
ORGANIZATIONAL STRUCTURE AND SOCIAL DISTANCE IN SENIOR-SUBORDINATE RELATIONSHIPS 8.1
Cite the effects of bureaucratic structure
Select instances of conforming to organizational demands
Identify psychologocal climate produced by naval bureaucratic structure
Identify patterns of accommodation as upward-mobile, indifferent or ambivalent
Specify means of ensuring individual conformity
Describe importance of understanding bureaucratic structure and its effects
Specify responsibilities of junior officer in his role as the junior
ASSUMPTION OF COMMAND AND FORMAL AND INFORMAL LEADER RELATIONSHIPS 8.3
Describe how new officer may compensate for his feelings of insecurity
Select steps new officer should take in analyzing his new command
Describe techniques new officer should use in meeting with his new unit for the first time
State difficulties involved in using a "soft-line" approach in assuming a first command
Select the results of using a firm approach in assuming a first command
Choose procedure to follow in initiating organizational changes in a new unit
Explain importance of consulting with key men when assuming a new command
Describe the nature of informal organizations
List factors leading to emergence of informal leaders
Describe possible dangers of leader establishing good relationship with informal leader who is not also a formal leader
Analyze actions formal leader should take when goals of informal leader conflict with organizational goals
INTRODUCTION TO COUNSELING 8.4
Describe the goals of a counseling interview
Select reasons for initiating counseling interviews
Describe directive-type counseling
Describe non-directive counseling
Describe the eclectic approach in counseling
Draw conclusions about the various approaches to counseling
OFFICER-ENLISTED MAN RELATIONSHIPS 8.2
Define basis for officer-enlisted man relationship
Select principles governing social distance
Recognize that over-familiarity with his men causes leader to lose his objectivity towards them
Realize the effects of social distance on leadership
Analyze principle that leader's actions should meet subordinate's expectations
Describe leader's areas of responsibilities
Explain why a leader should keep his men informed
Describe ways of improving subordinate's performance (correction/reward)
Determine how to establish standards and demand performance
Describe how "a good leader sets the example"
Summarize reasons for enforcing standards
Explain why standards and performance must be linked
Describe effects of leader encroaching on petty officer's authority
Describe action officer should take to redirect petty officer's behavior
Analyze differences in relationship of officer/petty officer and officer/non-rated men
RELATIONS WITH SENIORS AND CONTEMPORARIES 8.6
State the importance of military courtesy among officers and between officers and men
Select guidelines junior officer should follow in establishing correct relations with seniors in a new command
Identify techniques for maintaining and improving correct relations with seniors
Select consequences of an officer helping or failing to assist a colleague
State the procedure to follow in making a social call when junior officer reports to a new command
Select the principles governing interaction between officers in presence of enlisted men
THE COUNSELLING PROCESS 8.5
Identify the limitations a leader faces in dealing with a subordinate's problem
State the use the leader should make of background information on a counselee
Describe the effects on the counseling session of the leader's approach, technique and image
List the steps involved in preparing for a counseling session
Define counseling techniques used by leader (stating the problem, listening, questioning)
Identify counseling agencies to which counselee should be referred if problem is beyond leader's competence
Select methods for correct referral to an agency
Summarize the basic understandings a counselor should possess
Define the responsibilities of a counselor during a counseling session


PART NINE
MORALE AND ESPRIT DE CORPS
MORALE 9.1
Define morale
Select background conditions which affect morale
Describe motivational conditions in environment
State the importance of developing high morale
Classify indicators of morale as statistical or observable indicators
Select indicators of the state of morale
Describe the methods of measuring morale
Define the leader's principal concerns in building morale
Describe naval policy for developing morale
Select actions leader should take to build morale in combat situations
Cite the rules a leader should follow in building morale
GROUP SOLIDARITY AND ESPRIT 9.2
Identify factors causing breakdown in group solidarity and the steps to be taken to re-establish it
Describe how group solidarity can add to military effectiveness
Determine how group solidarity can have bad effects on an organization
State the rules for maintaining group solidarity
List factors which can disrupt or build group solidarity in a combat situation
Explain the relationship between solidarity and esprit de corps
Identify situations in which groups exhibit esprit de corps
Describe the results of a group not having strong identification with the organization
List the methods leader should use to develop esprit de corps through identification with the organization
Specify the indicators of esprit de corps
Select the rules for building esprit de corps in specific situations
List the general rules a leader should follow in building esprit de corps


PART TEN
DISCIPLINE
INTRODUCTION TO DISCIPLINE 10.1
State the need for discipline
Describe the different levels of individual self-discipline
Contrast the historical and contemporary concepts of discipline
Define the types of discipline and their characteristics
Cite the correct methods for administering negative discipline
List indicators of discipline in a group
DEVELOPMENT AND MAINTENANCE OF DISCIPLINE 10.2
Describe the influence of reward on discipline
Describe the influence of punishment on discipline
State the techniques for establishing positive discipline
Analyze the relationships among fear, panic and discipline
Select techniques to employ to dispel loneliness in a combat situation
Describe the presence of fear in a combat situation and techniques to use to prevent panic
Cite the techniques to use to prevent insubordination
Relate the incompatibility of dissent to the "system"

APPENDIX E.


PART ELEVEN
PERSONNEL EVALUATION
THE ROLE OF EVALUATION 11.1
Describe the concept of evaluation
Select evaluation which is truly indicative of subordinate's performance
State the advantages of performance evaluations
Cite alternatives to present evaluation methods
Identify the reasons for discussing evaluation reports with personnel
Select best ways to structure an evaluation discussion
ENLISTED PERFORMANCE EVALUATION 11.2
Describe the purposes of enlisted performance evaluation
Identify the basis upon which enlisted men are evaluated for their performance
Define types of evaluation reports
List steps involved in preparation of evaluation reports
OFFICER EVALUATION 11.3
Define responsibility and administrative procedures concerning evaluation of officers
State purpose and importance of fitness reports
List the factors utilized in evaluating leadership
Identify officer responsible in different situations for officer evaluation
Sequence the steps a leader should follow in preparing a fitness report
Define the Navy's policy regarding selection and promotion
Distinguish between USN and USMC fitness reports


PART TWELVE
APPLIED LEADERSHIP
MEASUREMENT OF EFFECTIVE LEADERSHIP 12.1
Identify appropriate action for leader to take when a subordinate commits an offense
Describe proper evaluation of subordinate's performance
Synthesize morale, discipline, esprit de corps and efficiency
GENERALLY RECOGNIZED CHARACTERISTICS OF AN EFFECTIVE LEADER 12.2
Identify generally recognized qualities of leadership
Select characteristics of mental health
Select characteristics of effective leadership
TECHNIQUES OF ASSUMING COMMAND 12.3
Describe general techniques of taking command of a new unit
Select techniques of assuming command of a poor unit
Select techniques of assuming command of a good unit
THAT'S AN ORDER 12.4
Select the most appropriate plan of action in a military situation
Analyze the leader's perception of a situation in which authority is exercised
Identify self-evaluation done by the leader
Identify the limits of the leader's authority
Describe a leader's judicious use of authority

ANSWER AND CONFIRMATION SHEET

PART 1 SEGMENT 1 TYPE _____ PAGE 1 OF 10 PAGES

NAME _____ ID NO. _____ DATE _____

DIRECTIONS: To confirm your answers to the Summary Quizzes, follow the directions in the Syndactic Text.

FRAME OR QUESTION NUMBER	CORRECT ANSWER	YOUR ANSWER	FRAME OR QUESTION NUMBER	
			1	SUMMARY QUIZ 1 (page 8)
			2	
			3	
			4	
			1	PROGRAMED SEQUENCE 1
1	a		2	
2	d		3	
3	b		4	
4	c		5	
5	c		6	
6	d		7	
7	b		8	
8	a-2, b-1, c-3, d-3		9	
9	a		10	
10	c		GO TO PAGE 2	

PROGRAMED SEQUENCE 1

STUDENT QUESTIONNAIRE

APPENDIX G.

1. Volume number? _____

For the following questions circle the appropriate number.

	High	Above Avg	Avg	Below Avg	Low
2. Was the material interesting?	1	2	3	4	5
3. Was the material difficult?	1	2	3	4	5

4. Rate your approval of the way the material was presented (check only the media used in this Volume).

a. Audiotape/Intrinsically Programed Booklet (IPB)	1	2	3	4	5
b. Audiotape Script/IPB	1	2	3	4	5
c. Audiotape/Panelbook	1	2	3	4	5
d. Computer Assisted Instruction (CAI)	1	2	3	4	5
e. CAI Script/IPB	1	2	3	4	5
f. Discussion Booklet	1	2	3	4	5
g. Linear Text	1	2	3	4	5
h. Syndactic Text	1	2	3	4	5

5. If your answer to number 4 was "Below Avg." or "Low," identify the media and indicate why.

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6. Have you had any difficulties with regard to:

	Yes	No
a. Maintaining the minimum pace as indicated in the Course Activities Chart?		
b. Following procedures as outlined in the Student Guide?		
c. Obtaining instructional materials?		
d. Meeting with the instructor?		

7. If you answered "Yes" to any portion of number 6, please specify the area and the problem.

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8. If you have any additional comments to make with regard to the above questions or any other aspect of the course, please do so here.

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